

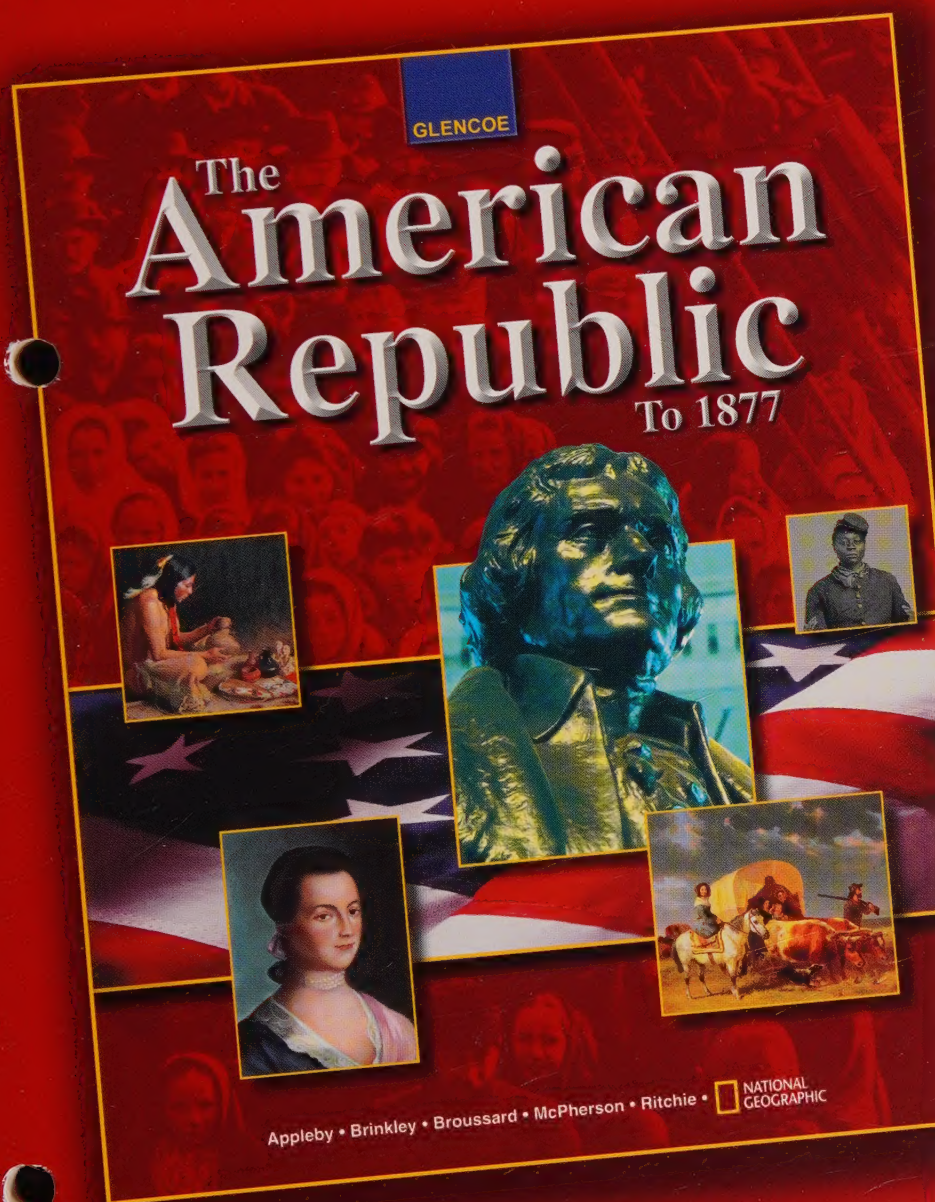
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## UNIT 5 RESOURCES

# The Growing Nation



*Resources and Activities organized  
for the way you teach—by Unit,  
Chapter, and Section*



### **INCLUDES:**

#### **HANDS-ON ACTIVITIES**

- Hands-On History Activities
- History Simulations and Problem-Solving Activities

#### **APPLICATION AND ENRICHMENT**

- Cooperative Learning Activities
- Citizenship Activities: History and Your Community
- Linking Past and Present Activities
- Primary Source Readings
- Enrichment Activities

#### **INTERDISCIPLINARY ACTIVITIES**

- American Literature Readings
- Interdisciplinary Connections Activities
- Economics and History Activities

#### **REVIEW AND REINFORCEMENT**

- Time Line Activities
- Vocabulary Activities
- Critical Thinking Skills Activities
- Chapter Skills Activities
- Guided Reading Activities
- Reteaching Activities

#### **GEOGRAPHY**

- Geography and History Activities

### **COMPLETE ANSWER KEY**





# The American Republic To 1877

## Unit 5 Resources The Growing Nation

**Chapter 11 The Jackson Era**

**Chapter 12 Manifest Destiny**

**Chapter 13 North and South**

**Chapter 14 The Age of Reform**

**WITHDRAWN**



**Glencoe  
McGraw-Hill**

New York, New York   Columbus, Ohio   Chicago, Illinois   Peoria, Illinois   Woodland Hills, California

## BOOK ORGANIZATION

Glencoe offers resources that accompany *The American Republic to 1877* to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

### How This Book is Organized

Each unit resources book offers blackline masters at unit, chapter, and section levels for each unit. Each book is divided into three parts—unit-based resources, chapter-based resources and section-based resources. Glencoe has included tabs at the side of every activity page in this book to help you navigate through it.

### Unit-Based Resources

We have organized this book so that all resources appear in the first part of the unit resources books. Although you may choose to use the specific activities at any time during the course of unit study, Glencoe has placed these resources up front so that you can review your options. For example, although American Literature and Reading 1 appears in the front part of this book, you may plan to use this activity in class during the study of Native Americans in Chapter 11.

### Chapter-Based and Section-Based Resources

Chapter-based resources follow the unit materials. For example, Chapter 1 blackline masters appear in this book immediately following Unit 1 materials. The materials appear in the order you teach—Chapter 1 activities; Chapter 1, Section 1 activities; Chapter 1, Section 2 activities; and so on. Following the end of the last section activity for Chapter 1, the Chapter 2 resources appear.

### A Complete Answer Key

A complete answer key appears at the back of this book. This answer key includes answers for every activity in the book in the order in which the activities appear.

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# To The Teacher

## The Total Package—*The American Republic to 1877* Unit Resources

Glencoe's Unit Resource books are packed with activities for the varied needs of all of your students. They include the following activities.

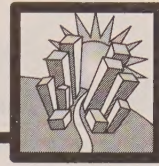
### Activities Found in Unit Resources Booklets

- **Citizenship Activities: History and Your Community**  
These activities are designed to provide students with a variety of opportunities to participate in their communities at the grassroots level. These service-learning projects help students understand how history affects their own lives on a daily basis.
- **Economics and History Activities**  
These activities are designed to provide students with the opportunity to analyze and interpret historical concepts and events in relation to economics. These assignments make extensive use of maps, graphic organizers, and economic data to help students appreciate how history and economics are interrelated.
- **Cooperative Learning Activities**  
These activities offer students management directions for working together on a variety of activities that enrich prior learning. These activities promote a shared learning experience as well as encourage individual accountability among group members.
- **American Literature Readings**  
These readings provide students with the opportunity to read literature by or about people who lived during different historical periods. Each selection is preceded by background information and a guided reading suggestion, and followed by comprehension and critical thinking questions.
- **Interdisciplinary Connections**  
These activities intersect history with other areas of study, such as art, geography, math, and economics. These activities give students a well-rounded picture of the correlation between history and other subjects.
- **Hands-On History Activities**  
These practical activities give students the chance to do as their forebears did by making utensils and foods commonly used in early history. Each activity gives the student little-known facts and insights about that particular historical period.
- **History Simulations and Problem Solving**  
These activities provide situations for students to use critical thinking and other American history skills in simulated historical settings. These reenactment activities give students the experience of participating in the democratic process through debates, mock trials, voting, and political campaigns.
- **Vocabulary Activities**  
These review and reinforcement activities help students to master unfamiliar terms used in the student text. The worksheets emphasize identification of word meanings and provide visual and kinesthetic reinforcement of language skills.
- **Chapter Skills Activities**  
These activities allow students to practice their critical thinking and social studies skills with the information learned in the student text and apply it to real world situations. These chapter-based activities will help students develop the basic skills needed to adapt to new situations and content.
- **Critical Thinking Skills Activities**  
These activities help students develop their ability to interpret, compare, contrast, and assess information and use it to analyze, make predictions, and reach logical and valid judgements and conclusions. These high level thinking activities are vitally important to a student's ability to function in an ever-changing world.
- **Geography and History Activities**  
These activities help students become familiar with map skills and the role geography plays in history. Students will interpret and analyze maps in relation to historical events.
- **Time Line Activities**  
Time lines are used to help students become aware of chronology in major historical events. Comparative time lines allow students to see relationships among events in different regions of the country, among events in different countries, or among events on different continents.
- **Linking Past and Present Activities**  
By recognizing the link between the past and the present, students will better understand the relevancy of history to their lives. For example, exploring the changes in information technology from the printing press to computerized desktop publishing will help students realize the past is a prologue to what is present in today's world.
- **Primary Resource Readings**  
This booklet allows students to see history through the eyes of those who witnessed historic events, lived in historic periods, and participated in historic cultures. Each reading is preceded by an interpretive paragraph and concludes with an engaging activity related to the primary resource reading.
- **Guided Reading Activities**  
These activities provide help for students who are having difficulty organizing the information found in the sections. Students fill in missing information in outlines and sentence completion activities and respond to short-answer questions.
- **Reteaching Activities**  
These are a variety of activities designed to enable students to visualize the connections among facts in their textbook and major review concepts. Graphs, charts, and tables are among the many types of graphic organizers used.
- **Enrichment Activities**  
These activities introduce students to content that is different from, but related to, the themes, ideas, and information in the student textbook. Enrichment activities help students develop a broader and deeper understanding of the concepts and ideas presented in the sections.

## Unit 5 Resources

<b>Citizenship Activity 5:</b> <i>Voting: A Right and a Responsibility</i>	<b>1</b>
<b>Economics and History Activity 5:</b> <i>The Cost of Moving West</i>	<b>3</b>
<b>Cooperative Learning Activity 5:</b> <i>Mural of a Growing Country</i>	<b>5</b>
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**Citizenship Activity 5****Voting: A Right and a Responsibility****WHY IT'S IMPORTANT**

Who can vote? Why do they vote? What were the historical struggles for voting rights? Why should voting matter to you?

**BACKGROUND**

Today every citizen who is at least 18 years old has the right to vote. But it was not always like this. In 1776 voting in the United States was limited to white males who owned property. The thought at this time was that men who owned property had the best interest of the country in mind and so were the most qualified to vote. White males without property and females could not vote. Also, because African Americans and Native Americans were not considered citizens of the United States, they were not granted voting rights.

Gaining the right for all to vote was not an easy task. Only after the Civil War could African Americans vote. Suffragettes such as Lucretia Mott and Susan B. Anthony worked hard with many women for passage of the Nineteenth Amendment. It took three amendments to the Constitution to grant everyone the right to vote. Even after everyone had the right to vote, it took new laws, such as the Voting Rights Act of 1965, to ensure everyone was allowed to vote.

The following chart highlights important events in securing the right to vote.

Fifteenth Amendment 1870	Granted African Americans the right to vote
Seventeenth Amendment 1913	Allowed people to elect senators directly
Nineteenth Amendment 1920	Granted women the right to vote
Indian Citizenship Act 1924	Granted Native Americans citizenship and voting rights
Twenty-Sixth Amendment 1971	Granted 18-year-olds the right to vote

**QUESTIONS TO ASK**

1. Which amendments grant suffrage?

\_\_\_\_\_

2. Which amendment allows for greater involvement of the people in Congress?

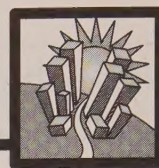
\_\_\_\_\_

3. When did Native Americans gain the right to vote?

\_\_\_\_\_

(continued)



**Citizenship Activity 5**

4. Why do you think 18 year olds were granted the right to vote in 1971?

5. Why do you think it took so long for women, African Americans, and Native Americans to be granted voting rights?

**YOUR TASK**

More than 105 million citizens cast their votes in the 2000 election. This represents 51 percent of all voters. This means that 49 percent of all people who could vote chose not to vote. Voter turnout, or the number of people who actually vote, is even lower in elections held when a presidential candidate is not on the ballot. This is true even though people who are elected to local, state, and federal positions impact everyone in some way.

Design a poster that encourages voter participation, connecting the voting-rights struggles of the past with the importance of voting today. Your poster should emphasize the civic responsibility to vote.

**DID YOU KNOW?**

In the 2000 presidential election, the Florida vote count determined who would be the next president of the United States. Both Al Gore and George W. Bush received 49 percent of the vote in Florida: 2,912,253 people voted for Al Gore; 2,912,790 voted for George Bush. With almost 100 million votes cast nationwide, the election was determined by a mere 537 votes.

**HOW TO DO IT**

Here is a list of ideas to help you create your poster.

- Look at magazine advertisements for ways to communicate your message. How do the ads try to persuade you to buy the product? How are images used? What types of words are used? What persuasive methods are used?
- Create your poster using images and words you feel would be most persuasive.
- Invite someone from your local League of Women Voters organization come to judge the posters.
- Display the winning posters at school, in local stores, or at your city hall or library.

**FOLLOW-UP ACTIVITY**

Debate the value of voting on the Internet. Should voting by computer be an alternative to voting at the polls? Would it increase the number of people who exercise their right to vote? What are some of the problems that could occur with Internet voting?



## Economics and History Activity 5



### The Cost of Moving West

#### BACKGROUND

In the 1800s the great number of people journeying west to find better lives affected the cost of travel. As the need for supplies increased, prices rose. Inflation, or a dramatic increase in prices, was common when there was a critical lack of supplies. For example, flour that cost \$4 a barrel at the start of the trail rose by \$2 a barrel farther along the trail. With this inflation and many tolls to pay along the trail, travel westward was an expensive adventure.

The Oregon Trail that many pioneers took west began at Independence, Missouri. The 2,000-mile trip usually took six months. Often the trail was so clogged with wagons that travelers sometimes waited hours for boats to carry them across the many rivers.

Here are parts of a pioneer's diary written along the Oregon Trail.

#### The Diary of Amelia Stewart

Starting from Monroe County, Iowa, on April 19, 1853, and ending near Milwaukie, Oregon Territory, September 13, 1853.

*Wednesday, April 19* We are creeping along slowly, one wagon after another . . . out of one mud hole into another all day. . . . Came 18 miles . . .

*May 1* Still fine weather; wash and scrub all the children . . .

*June 9* It has been very warm today. Thermometer up to 99 at noon . . .

*July 28* Chat [my son] is quite sick with scarlet fever . . .

*August 5* (Snake River Ferry) Our turn to cross will come sometime tomorrow. . . . Have to pay three dollars a wagon . . .

*September 4* Ascended [climbed up] a long steep hill this morning, which was very hard on the cattle, and also on myself. [Amelia gave birth to her eighth child 12 days later.] . . .

*September 13* Butter 1 dollar [per pound], eggs 1 dollar a dozen, onion 4 and 5 dollars a bushel . . . so we have treated ourselves to some small turnips at the rate of 25 cents per dozen.

*September 17* We . . . ferried across the Columbia River. . . . Here husband traded two yoke of oxen for a half section of land with one-half acre planted to potatoes and a small log cabin and lean-to with no windows. This is the journey's end.

SOURCE: Lillian Schlissel, *Women's Diaries of the Westward Journey*, Schocken Books, 1982, pp. 199–216.

# Economics and History Activity 5



A family needed to purchase supplies, a wagon, oxen, and other items before venturing west. Here is a list of some of the supplies and their costs.

**DIRECTIONS:** Use the chart to answer the questions.

1. How much did it cost for one person to travel west?

\_\_\_\_\_

2. How much would supplies cost for a family of six traveling in one wagon?

\_\_\_\_\_

3. How did the need for supplies affect the prices of goods as settlers moved west?

\_\_\_\_\_

**The Cost of Travel**

Item	Cost	Amount needed per person
1 pound flour	2 cents	200 pounds
1 pound sugar	5 cents	25 pounds
1 pound coffee	8 cents	5 pounds
1 pound bacon	5 cents	75 pounds
1 pound rice	5 cents	10 pounds
1 pound salt	4 cents	10 pounds
1 pound beans	8 cents	50 pounds
1 pound hardtack	3 cents	30 pounds
1 pound lard	6 cents	50 pounds
1 wagon with oxen	\$390	1 set

4. How much weight would be added to a wagon for the food supplies of just one person?

\_\_\_\_\_

5. What other items might be needed for traveling along the Oregon Trail?

\_\_\_\_\_

\_\_\_\_\_

6. Why do you think it was important to cross the mountains before winter began?

\_\_\_\_\_

\_\_\_\_\_

## CRITICAL THINKING

**Predicting Consequences** What impact do you think westward travelers had on the economic development of towns along the westward trails?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## ★ Cooperative Learning Activity 5

**Mural of a Growing Country****★ BACKGROUND**

From 1820 to 1860, people in the United States explored new places, new ideas, and new technology. The country expanded west into Texas and Oregon, new methods of transportation and communication changed the way people lived, and citizens experimented with new ideas about democracy.

**★ GROUP DIRECTIONS**

1. Make a mural illustrating the expansions and explorations that occurred in the United States between 1820 and 1860.
2. Use information from Chapters 11, 12, 13, and 14, as well as the list below, to brainstorm ideas to include in the mural.

**★ Cooperative Group Process**

1. Work with eight or nine people to create a mural of life in the United States between 1820 and 1860. As a group choose the events or themes to illustrate in your mural.
2. Agree on the general design of the mural. Should each scene be the same size? Do you want borders for all scenes or do you want them to run into one another? Do you want a border around the entire mural? Should the mural have a common color scheme or style? Assign an art director to oversee the project and gather needed materials.
3. You can divide work on the mural in several ways. When the Byzantines created frescoes, one artist painted the hands, another did the eyes, another specialized in buildings, and so on. When Michelangelo painted the Sistine Chapel, apprentices did the background and the master artist completed the people. Another possibility is to assign each group member one of the scenes. Decide as a group how you will assign individual tasks.

**Mural Ideas****Westward expansion**

- California
- Oregon
- Texas

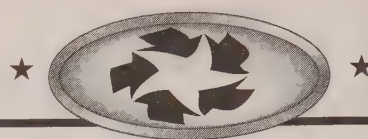
**Reforms**

- Education
- Women's rights
- Abolition of slavery

**North v. South**

- New technology
- Communication
- Transportation

## ★ Cooperative Learning Activity 5



4. Using your research, sketch your scene. Work with pencils and paper until you like the scene's composition. Then gather the colors you need and begin painting your scene. Ask advice from other group members as you proceed.
5. When all individuals have finished their tasks, look at the mural as a group. Does anything need to be added or changed? Does it include everything you originally discussed? Add any finishing touches.
6. Display your mural either in the classroom or in some other appropriate place in the school.

### ✦ Group Process Questions

- What was the most important thing you learned about events occurring in the United States between 1820 and 1860?
- What was the most difficult part about doing this project?
- How was it helpful for you to work together?

### Quick CHECK ✓

1. Was the goal of the assignment clear at all times? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Were you satisfied with your contribution to the mural? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Was it easy to agree on a master design plan and on everyone's assignment? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## American Literature Reading 5



### An American Landscape

■ **About the Selection** In August 1846 Henry David Thoreau, thinker, writer, and student of nature, left Concord, Massachusetts, for the backwoods of Maine. He was looking for something to write about to sell to a magazine in New York. The story of his experiences was published in a magazine and later in his book, *The Maine Woods*.

**GUIDED READING** As you read, notice the details of Thoreau's description and his reaction to the landscape. Then answer the questions that follow the description.

#### from "Thoreau in the Mountains"

by Henry David Thoreau

What is most striking in the Maine wilderness is, the continuousness of the forest, with fewer open intervals or glades than you had imagined. Except the few burnt lands, the narrow intervals on the rivers, the bare tops of the



high mountains, and the lakes and streams, the forest is uninterrupted. It is even more grim and wild than you had anticipated, a damp and intricate wilderness, in the spring everywhere wet and miry [spongy]. The aspect of the country indeed is universally stern and savage, excepting the distant views of the forest from hills, and the lake prospects, which are mild and civilizing in a degree. The lakes are something which you are unprepared for: they lie up so high exposed to the light, and the forest is diminished [made smaller] to a fine fringe on their edges, with here and there a

blue mountain, like amethyst [purple gemstone] jewels set around some jewel of the first water,—so anterior [existing before other things], so superior to all the changes that are to take place on their shores, even now civil and refined, and fair, as they can ever be. These are not the artificial forests of an English king—a royal preserve merely. . . .

(continued)

## American Literature Reading 5



It is a country full of evergreen trees, of mossy silver birches and watery maples, the ground dotted with insipid [tasteless], small red berries, and strewn with damp and moss-grown rocks—a country diversified [many different things] with innumerable lakes and rapid streams, peopled with trout . . . , with salmon, shad and pickerel, and other fishes; the forest resounding at rare intervals with the note of the chickadee, the blue-jay, and the woodpecker, the scream of the fish-hawk and the eagle, the laugh of the loon, and the whistle of ducks along the solitary streams; and at night, with the hooting of owls and howling of wolves; in summer, swarming with myriads of black flies and mosquitoes, more formidable [awesome and scary] than wolves to the white man. Such is the home of the moose, the bear, the caribou, the wolf, the beaver, and the Indian. Who shall describe the inexpressible tenderness and immortal [lasting forever] life of the grim forest, where Nature, though it be mid-winter, is ever in her spring, where the moss-grown and decaying trees are not old, but seem to enjoy a perpetual [constant] youth; and blissful, innocent Nature, like a serene infant, is too happy to make a noise, except by a few tinkling, lisping birds and trickling rills?

SOURCE: *Thoreau in the Mountains: Writings by Henry David Thoreau*. Commentary by William Howarth. Farrar, Straus, Giroux, New York, 1982.

**DIRECTIONS: Recalling Facts** Answer the following questions.

1. What does someone notice first, before anything else, about the Maine wilderness?

\_\_\_\_\_

2. What kinds of animal and plant life are found in the forest in Maine?

\_\_\_\_\_

3. **CRITICAL THINKING** Why do you think Thoreau uses the word *grim* to describe the forest?

\_\_\_\_\_

4. Make a list of words that mean “wet” from this selection. Do you think Thoreau finds these woods unpleasant because of their dampness? Explain your answer.

\_\_\_\_\_

5. **READER RESPONSE** After reading Thoreau’s description, would you like to visit the backwoods of Maine sometime? Why or why not?

\_\_\_\_\_

\_\_\_\_\_



**Interdisciplinary Connection 5****History and Math****THE MINING CAMPS**

The gold seekers who descended on California in 1849 were in for a rude awakening when they arrived. Prices for goods and services of every kind were sky high. For instance, eggs were \$6 per dozen and butter was \$6 per pound! These prices would make even today's shoppers shudder.

**PRICES AND INCOME CLIMB**

Prices climbed high quickly after 1849 for several reasons. Most people in the camps wanted to pan for gold instead of performing other jobs. With so many people in the goldfields, few people were available to grow food, cook meals, wash clothing, operate stores, and run boardinghouses.

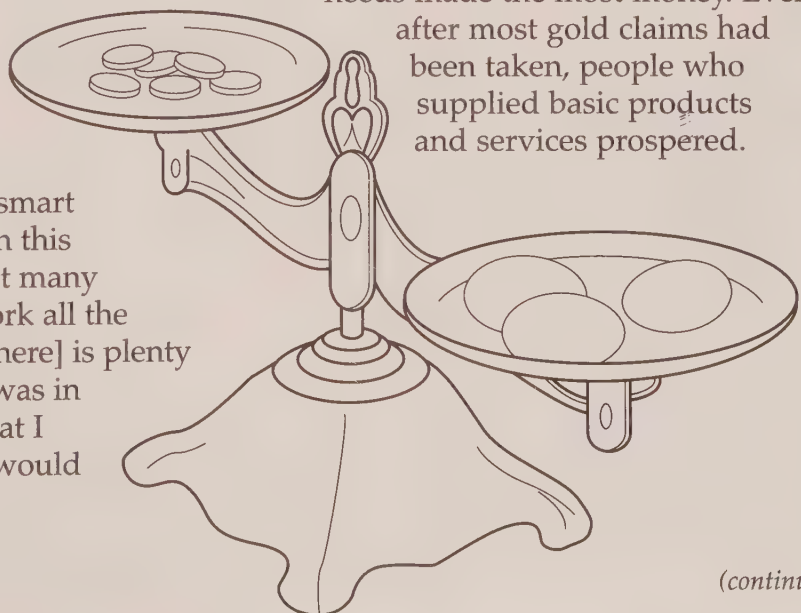
As a result the people who did these other jobs could charge whatever they wanted, and they did. One woman wrote that she received \$16 per week per person for cooking meals. Another woman reported earning \$189 per week running a boardinghouse for 10 miners. After expenses, her profit was an impressive \$75 per week. As one woman wrote in 1850: "A smart woman can do very well in this country—true there are not many comforts and one must work all the time and work hard but [there] is plenty to do and good pay[.] If I was in Boston now and know what I now know of California I would

come out here[.] . . It is the only country I ever was in where a woman received anything like a just compensation for work."

With few people willing to grow and transport food, prices soared. At the beginning of the Gold Rush, the price of 100 pounds of flour was \$4. Four months later, it rose to \$16. The price for cattle started at \$6 per head but soon rose to \$30. One miner claimed that he paid 50 cents for a chicken but \$20 for the pot to cook it in!


To pay these kinds of prices, miners needed to make lots of money panning for gold, and for a while they did. At first many miners found \$16 to \$20 worth of gold per day. That quickly rose to \$30 to \$40 per day. By 1859, however, most miners did not make much more than they would have made back home as clerks or soldiers.

Most of the people who became rich during the Gold Rush were not miners. The people who supplied the miners' needs made the most money. Even after most gold claims had been taken, people who supplied basic products and services prospered.

*(continued)*

**Interdisciplinary Connection 5****MAKING THE MATH CONNECTION**

**DIRECTIONS:** Solving Problems Use the price list below to answer the questions.

 <b>Hang Town Mining Camp Price List</b>			
Bath	\$1.00	Dinner	\$3.00
Shirt washed (each)	\$ .50	Flour (25 lb.)	\$1.00
Eggs (each)	\$ .25	Coffee (1 lb.)	\$4.00
Cheese (1 lb.)	\$6.00	Rental of mining pan	\$5.00

1. If a miner bathed and had his shirt washed once each week, how much would he spend on these items in a year? \_\_\_\_\_
2. John Cutler spent six days mining. Then he came to the center of the camp, had a bath and dinner, and had three shirts washed. He exchanged his gold for \$48. How much did he have left for food and to save for his trip home? \_\_\_\_\_
3. When a Chinese worker arrived at Hang Town, he rented a mining pan and bought 25 pounds of flour, 8 eggs, and 1 pound of coffee. He returned to town 10 days later and sold his gold for \$193. How much did he make per day panning for gold after expenses? \_\_\_\_\_
4. Prices have gone up in Hang Town since the price list above was printed. Flour is now \$4 for 25 pounds, coffee is \$6 per pound, eggs are \$5 per dozen, and cheese is \$9 for a half pound. Which good has had the biggest increase in price? Which has had the biggest percentage increase? \_\_\_\_\_

**CRITICAL THINKING**

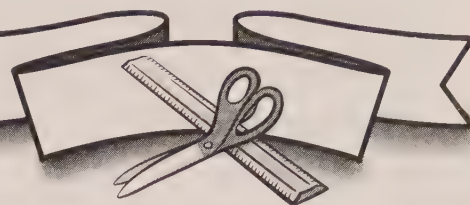
5. Inflation occurs when the amount of money in circulation increases much faster than the number of goods available, leading to rising prices for the goods. What conclusions can you draw about the rate of inflation in California during the Gold Rush?
- \_\_\_\_\_

**Activity**

**DIRECTIONS: Writing Math Problems** In a small group, create three word problems about prices and earnings in California during the Gold Rush. Make the situations interesting. Then create an answer key. Trade problems with another group.



# Hands-On History Activity 5



## Quill Pen and Ink

From the 1500s until the 1800s, most people wrote documents using quill pens made from the large feathers of geese or swans. Try to make a quill pen and natural ink.

### BACKGROUND

Beautiful handwriting was important in the 1800s. Letters were more than just a means of communication. They were an expression of special regard for the people who received them. The more detailed the handwriting, the better. Children and adults often wrote in diaries called monitors. They recorded the weather or daily activities, but rarely revealed their thoughts and feelings. Ink was not always available, so writers made it from such things as walnut shells or berries. Because these inks faded over time, original documents are often hard to find and read. Pens, too, were homemade.

#### CRANBERRY INK RECIPE

- 1 cup fresh cranberries
- 2 tablespoons water
- medium saucepan
- metal spoon
- cheesecloth
- clean container with lid

#### WALNUT SHELL INK RECIPE

- |                         |                            |
|-------------------------|----------------------------|
| • 4 empty walnut shells | • paper bag                |
| • 1 cup water           | • hammer                   |
| • ½ teaspoon salt       | • saucepan                 |
| • 1 teaspoon vinegar    | • cheesecloth              |
|                         | • clean container with lid |

### MATERIALS

- ink recipes
- stove
- writing paper

#### Quill Pen:

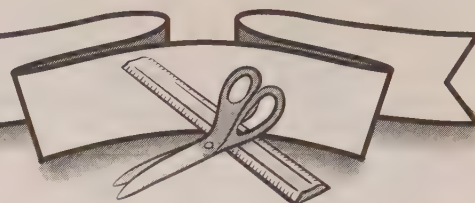
- 8–10" feather (available at most craft stores)
- small craft knife or scissors
- warm, soapy water
- small piece of felt
- straight pin



### FASCINATING FACTS

*The first ballpoint pen was made by John H. Loud in 1888. Today, about 2 billion ballpoint pens are manufactured in the United States each year.*

# Hands-On History Activity 5



## WHAT TO DO

**A. To make cranberry ink** Place the cranberries and water in a saucepan. Bring the mixture to a boil. (**SAFETY NOTE: Handle hot materials carefully to avoid burns.**) Crush the cranberries with the spoon to release their color. Allow the mixture to cool. Place a piece of cheesecloth over the container. Carefully pour the mixture into the container. The cheesecloth will strain out the crushed cranberries. Seal with a lid.

**B. To make walnut shell ink** Place the shells in a paper bag and crush them with the hammer. Put the crushed shells in the saucepan and add the water. Bring the mixture to a boil. Add the salt and vinegar to set the ink. Turn down the heat and allow the mixture to simmer for 30 minutes. Cool. Strain the ink through the cheesecloth into the

container. Keep the mixture tightly covered and avoid getting it on your clothes or hands. It stains.

**C. To make a quill pen** Soak the feather in warm soapy water for 15 minutes. Trim about 2" of feathers off along the shaft at the bottom end of the feather. Cut off the end of the feather's shaft at an angle to form the nib, or point, of the pen. (**SAFETY NOTE: Cut on heavy cardboard and handle sharp tools with care to avoid cuts.**) Use a straight pin to clean out the inside of the quill. Be careful not to crack the nib. Cut a small slit in the center of the nib to help control the ink flow. Dip the nib into ink, blot on a small piece of felt, and you are ready to write.

**D. Practice with your quill pen** and homemade inks on a sheet of writing paper.

## ACTIVITY REPORT

1. What color ink did the walnut shells make? \_\_\_\_\_
2. Which kind of ink worked the best in your tests? \_\_\_\_\_
3. Do you think it would take you much longer to do your homework if you had to use quill pens and homemade inks? Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Was your handwriting neater or messier with the quill pen and homemade inks? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



## History Simulations and Problem Solving 5—Teaching Strategy

### ★ The Election of 1828

#### Topic

The presidential election of 1828

#### Objective

- To allow students to explore the issues that decided the election of 1828
- To create a simulation that will increase students' understanding of the election process

#### Choosing Candidates in the Classroom

The easiest way to choose presidential candidates for a classroom simulation is to appoint two students to play John Quincy Adams and Andrew Jackson, or to have volunteers play these roles. If you get several volunteers, let the class vote, using secret ballots.

#### Background

Explain that the deciding votes for president are actually cast by electors in each state who have a certain, predetermined number of electoral votes.

The number of electoral votes in each state is the total of its number of senators (2) plus the state's number of representatives. The number of representatives is based on the state's population, so states with the largest populations have the most electoral votes. With electoral votes, it is a winner-take-all system; that is, all of the electoral votes in each state go to the candidate who wins the most popular votes in that state. The candidate who wins the majority of the electoral votes becomes president.

#### Simulating the Election

Since there are not enough students in a typical classroom to reenact a general election realistically, the students will vote as electors in the electoral college under the assumption that they are representing the results of the election in their individual states. Each student who votes will respond to the interests of his or her state(s).

1. Appoint the students who will play Adams and Jackson. Ask these students to select campaign managers who will work with them to devise a campaign strategy. The presidential candidates and their campaign managers will write a 2–5 minute campaign speech, which will be delivered in the course of the campaign. Encourage these students to involve classmates in producing campaign materials, such as posters, buttons, brochures, and so forth.
2. Divide the states in the electoral college among the remaining students in the class. Ideally, there should be one student per state; if this is not possible, assign several states with the same interests (e.g., several Southern states) to one student. Copy and distribute the fact sheets on pages 15 and 16 so that students may become familiar with the candidates and the issues. You might want to divide the electors into small groups representing the Northeastern, Middle, Southern, and Western states. Each group member can be responsible for researching one or more issues.

History Simulations and Problem Solving **5**—Teaching Strategy

3. Explain to students who are electors that they must research the issues and be aware of which candidate's positions reflect the interests of the states for which they will vote as electors. Tell students that they will represent the popular vote of their state(s). **They do not have to vote as the electors voted in 1828.** The results of this election will depend on the skill of the presidential candidates in presenting their positions to the electors.
  4. Provide students with a schedule for the election. You might want to allow two weeks for the process. At the beginning of each social studies class during this period, you might allow the candidates' campaign managers to distribute any campaign literature or paraphernalia that they have created. These items will help spark interest in the coming election.
  5. You might want to monitor the progress the candidates are making with their campaign speeches. Discuss with them the importance of reflecting the actual view of the people they are portraying.
  6. Allow a full class period for the campaign speeches. Candidates may address the electors as a group and then speak in small groups to the electors representing each region of the country.
  7. On the day after the speeches have been delivered, cut out and distribute the electoral ballots on page 17. Hold the election. Each elector will announce his or her vote and the number of electoral votes he or she controls. (These are marked on the individual ballots.) You might want to keep the tally on the chalkboard as the roll call of states is taken.
  8. The winning candidate might make a victory speech after the vote has been tallied. The losing candidate can make a concession speech.
- Follow-Up**
- After the election you might want to have the class discuss the results.
- Did they vote the way the country voted in 1828? If not, why not?
  - What might have changed the way the people voted in 1828?
  - Would modern campaigning techniques have helped Adams in 1828? Why or why not?
  - What influences the voters more, the personality of a candidate or the candidate's position on the issues? Explain.
- 
- Duplicate and distribute History Simulation 5 activity pages.



## History Simulations and Problem Solving 5

### The Election of 1828

#### SITUATION

The election of 1828 is approaching. The aristocratic president, John Quincy Adams, is seeking reelection. His opponent is once again Andrew Jackson, to whom Adams nearly lost in 1824. It is your task to participate in this election. As an elector you will vote for one of the candidates in the electoral college.

#### THE ISSUES

##### ✦ President John Quincy Adams:

- favors a powerful federal government and Supreme Court
- fears that sectional interests might eventually lead to secession
- hates slavery
- favors a national bank
- believes that public lands should be set aside and conserved, not sold to land speculators for private profit
- favors import tariffs that would protect industries that are just beginning to grow

##### ✦ Andrew Jackson:

- fears that both the federal government and the Supreme Court are too powerful
- defends states' rights, especially the right to hold slaves
- believes that the central bank was unconstitutional
- favors the removal of all Native Americans from lands east of the Mississippi River

**DIRECTIONS:** In order to participate in this election, research the position of your state/region on these issues and make note of your findings. Use the information to help you decide which candidate best meets the needs of the state or region you represent.

- A strong central government \_\_\_\_\_  
\_\_\_\_\_
- A powerful Supreme Court \_\_\_\_\_  
\_\_\_\_\_

(continued)

## History Simulations and Problem Solving 5

### UNIT 5

- A national bank \_\_\_\_\_

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- Foreign relations \_\_\_\_\_

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- Internal improvements \_\_\_\_\_

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- A tariff versus free trade \_\_\_\_\_

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- Slavery \_\_\_\_\_

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- Sale of public lands \_\_\_\_\_

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(continued)



# History Simulations and Problem Solving 5

## STATE AND ELECTORAL VOTES

**DIRECTIONS:** Cut out and distribute the electoral ballots below to students who represent each state/region.

### NORTHEASTERN STATES

Northeastern Maine 9	Northeastern New Hampshire 8	Northeastern Vermont 7	Northeastern Massachusetts 15
Northeastern Rhode Island 4	Northeastern Connecticut 8		

### MIDDLE STATES

Middle New York 36	Middle New Jersey 8	Middle Pennsylvania 28	Middle Ohio 16
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### SOUTHERN STATES

Southern Delaware 3	Southern Maryland 11	Southern Virginia 24	Southern North Carolina 15
Southern South Carolina 11	Southern Georgia 9	Southern Alabama 5	

### WESTERN FRONTIER STATES

Western Frontier Mississippi 3	Western Frontier Louisiana 5	Western Frontier Kentucky 14	Western Frontier Tennessee 11
Western Frontier Missouri 3	Western Frontier Indiana 5	Western Frontier Illinois 3	

## Chapter 11 Resources

<b>Vocabulary Activity 11:</b> <i>The Jackson Era</i>	<b>19</b>
<b>Chapter Skills Activity 11:</b> <i>Analyzing Primary Sources</i>	<b>21</b>
<b>Critical Thinking Skills Activity 11:</b> <i>Identifying Central Issues</i>	<b>23</b>
<b>Geography and History Activity 11:</b> <i>The Jackson Era</i>	<b>25</b>
<b>Time Line Activity 11:</b> <i>Great Britain and the United States in the 1830s</i>	<b>27</b>
<b>Linking Past and Present Activity 11:</b> <i>Political Campaigns</i>	<b>29</b>
<b>Primary Source Reading 11:</b> <i>The Trail of Tears</i>	<b>31</b>



## ★ Vocabulary Activity 11

**DIRECTIONS: Matching** Select the term that matches each definition below. Write the correct term in the space provided.

relocate	plurality	landslide	log cabin campaign
states' rights	bureaucracy	favorite son	mudslinging
guerrilla	spoils system	majority	nominating conventions



- Candidate who received the backing of his home state rather than that of the national party \_\_\_\_\_
- More than half \_\_\_\_\_
- Largest single share \_\_\_\_\_
- Attempts to ruin an opponent's reputation with insults \_\_\_\_\_
- An overwhelming victory \_\_\_\_\_
- A system in which nonelected officials carry out laws \_\_\_\_\_
- The practice of replacing government employees with the winning candidate's supporters \_\_\_\_\_
- The system in which delegates from the states selected the party's presidential candidate \_\_\_\_\_
- The idea that the states have many rights and powers that are independent of the federal government \_\_\_\_\_
- To move someone to another place to live \_\_\_\_\_
- Type of war tactics in which fighting forces make surprise attacks and then retreat into hiding \_\_\_\_\_
- An attempt to show presidential candidate William Henry Harrison as a "man of the people" \_\_\_\_\_

**DIRECTIONS: Using Vocabulary** Use each of the following terms correctly in a complete sentence. Write the sentences on a separate sheet of paper.

caucus	tariff	nullify	secede	depression	laissez-faire
suffrage	veto				





## ★ Chapter Skills Activity 11

**Analyzing Primary Sources**

**DIRECTIONS:** The following excerpt is from an eyewitness account of the inauguration of Andrew Jackson in 1829. Read the excerpt and answer the questions below.

... Some one came and informed us the crowd before the President's house was so far lessened that they thought we might enter. This time we effected our purpose. But what a scene did we witness! ...

... Ladies and gentlemen only had been expected at this levee, not the people en masse. But it was the people's day, and the people's President, and the people would rule. ... I fear, enlightened freemen as they are, they will be found, as they have been found in all ages and countries where they get the power in their hands, that of all tyrants, they are the most ferocious, cruel, and despotic. The noisy and disorderly rabble in the President's house brought to my mind descriptions I had read of the mobs in Tuileries and at Versailles. I expect to hear the carpets and furniture are ruined; the streets were muddy, and these guests all went thither on foot.

—Mrs. Samuel Harrison Smith,  
"The First Forty Years of Washington Society"

SOURCE: *The Heritage of America*. Commager, Henry Steele and Allan Nevins, ed. Little, Brown and Company. Boston, 1951.

1. When did the events described in the paragraph take place? \_\_\_\_\_
2. What events are described? \_\_\_\_\_  
\_\_\_\_\_
3. Where did the events take place? \_\_\_\_\_
4. How does the author describe the mob of people? \_\_\_\_\_  
\_\_\_\_\_

**5. CRITICAL THINKING**

**Drawing Conclusions** What can you conclude about the person who wrote this account? Was she a member of the upper or lower social class at the time?

Explain how you reached your conclusion. \_\_\_\_\_  
\_\_\_\_\_

**Activity**

**DIRECTIONS:** Use the editorial page of a local newspaper to find a letter to the editor or an opinion from a columnist related to a recent event. Look for an account that the writer witnessed. Write a brief summary of the account. How reliable do you think the account is? What can you tell about the writer from the account?





**Critical Thinking Skills Activity 11****Identifying Central Issues****SOCIAL STUDIES OBJECTIVE:** Analyze information by identifying the main idea**LEARNING THE SKILL**

Identifying the main idea helps you understand historical concepts and why historical events unfold. To identify the main idea in a reading, identify the purpose of the passage and look for the ways important details relate to one another.

From the annual message to Congress of President Andrew Jackson, 1830  
*"... Humanity has often wept over the fate of the aborigines [Native Americans] in this country, and Philanthropy [effort to help] has been long busily employed in the devising means to avert [turn away from] it ... but one by one have many powerful tribes disappeared from the earth ... Nor is there anything in this which ... is to be regretted. Philanthropy could not wish to see this continent restored to the condition in which it was found by our forefathers. What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns and prosperous farms, embellished [made better] with all the improvements which ... industry executes [carries out] ..."*

From a message written by Senator Frelinghuysen of New Jersey, 1830  
*"... His lands are constantly coveted [wanted by others]; millions after millions are ceded [given over]. The Indian. . . complains . . . but suffers on; and now he finds that his neighbors, whom his kindness had nourished, has spread an adverse title [bad claim] over the last remains of his patrimony [inheritance]. . . . Do the obligations of justice change with the color of the skin? Is it one of the prerogatives [special benefits] of the white man, that he may disregard the dictates [rules] of moral principles, when an Indian shall be concerned? ..."*

SOURCE: Murrin, John M. et al. *Liberty, Equality, Power: A History of the American People*, Harcourt Brace. Orlando, Fla.; 1999, p. 419.**APPLYING THE SKILL****DIRECTIONS:** Use the passages to answer the following questions.**1.** What is the main idea of the Jackson passage?

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**2.** What is President Jackson's view of Native Americans?

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## Critical Thinking Skills Activity 11

## Identifying Central Issues

3. What is the main idea of the Frelinghuysen passage?

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---

4. How does Senator Frelinghuysen see Native Americans?

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5. Which man would be more likely to support legislation to protect the rights of Native Americans? Explain your answer.

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### PRACTICING THE SKILL

**DIRECTIONS:** In the blank at the left, write the letter of the choice that best answers the question.

- \_\_\_\_\_ 1. Which of the following would Jackson be most likely to support?
  - A. laws protecting national forests and wilderness areas
  - B. laws preserving Native American historical sites and landmarks
  - C. laws supporting growth of industry
  - D. laws limiting westward expansion of the United States
  
- \_\_\_\_\_ 2. How might Jackson view people with Senator Frelinghuysen's point of view?
  - A. He supports their views.
  - B. He agrees with them, but does not want to say so publicly.
  - C. He thinks they are misguided.
  - D. He has no opinion on their views.
  
- \_\_\_\_\_ 3. Which word below best explains Senator Frelinghuysen's view of the actions of white Americans toward Native Americans?
 

A. helpful	C. sympathetic
B. unfaithful	D. respectful

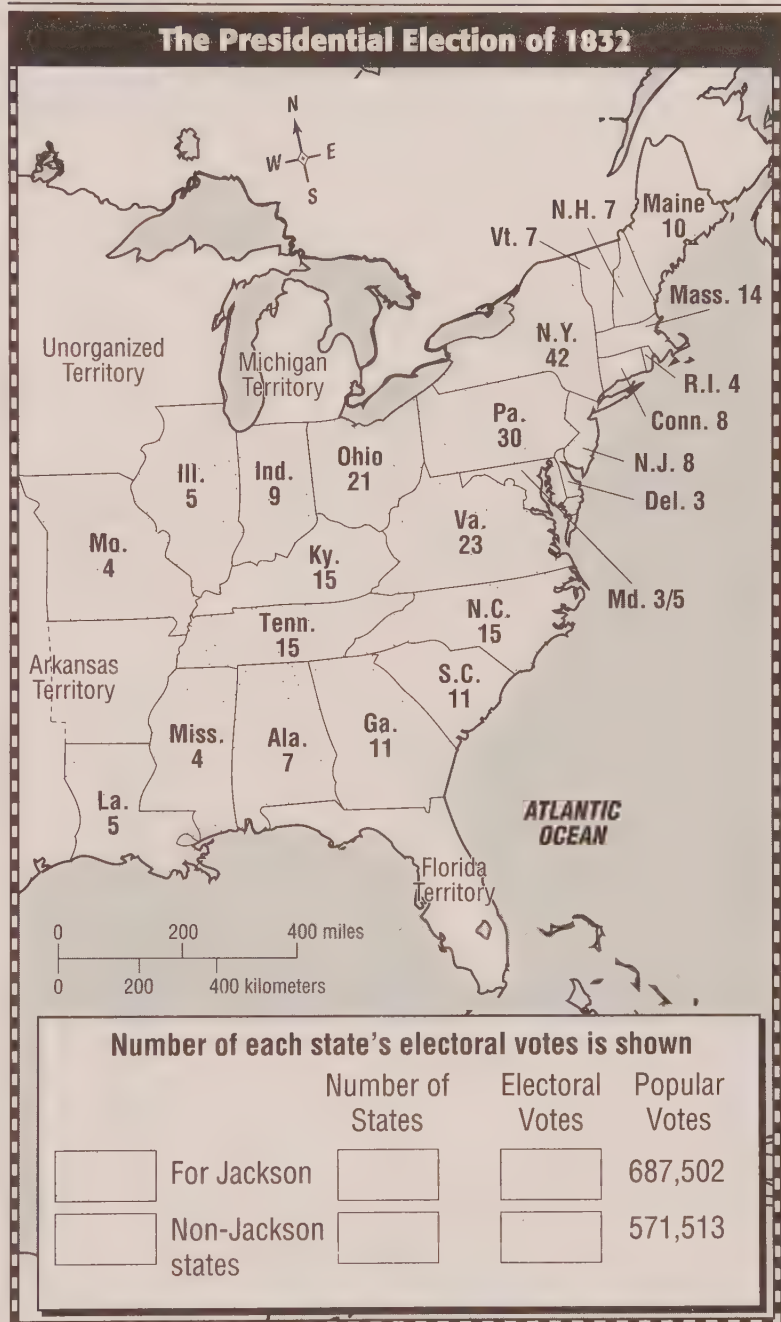


# ★ GEOGRAPHY AND HISTORY ACTIVITY 11



**DIRECTIONS:** Write your answers to questions 1–4 on the map. You may abbreviate if you wish.

1. How many states voted for Andrew Jackson in 1832? Count one-half for the state that divided its electoral votes. Write the total in the appropriate blank in the map key.
2. **Place** How many states did not vote for Jackson in 1832? Count one-half for the state that divided its electoral votes. Write the total in the appropriate blank in the map key.
3. Draw an outline around the cluster of four states that supported Jackson's opponents.
4. Count the number of electoral votes for and against Jackson. Write the totals in the appropriate blanks in the map key.
5. Compare the number of electoral votes and the popular votes for and against Andrew Jackson. How would you describe Jackson's victory in 1832?







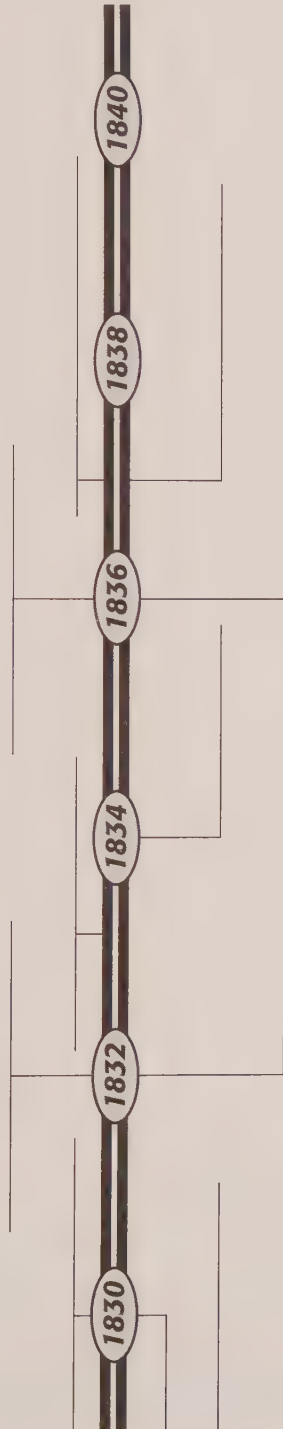


## Time Line Activity 11

# Great Britain and the United States in the 1830s

**DIRECTIONS:** Use your textbook to complete the time line. Enter the events for both Great Britain and the United States in the appropriate spaces. Include the date for each event.

### EVENTS IN THE UNITED STATES



### EVENTS IN GREAT BRITAIN

#### EVENTS IN GREAT BRITAIN

##### Background

- Between 1830 and 1840, important political and literary events had a great impact on British society.
- Parliament calls for civil reforms in 1830.
- Two years later, the Reform Act doubles the number of eligible voters in Britain.

#### EVENTS IN THE UNITED STATES

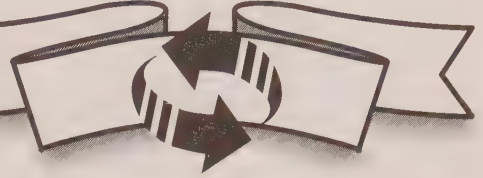
- Martin Van Buren begins his four-year term as president.
- Congress passes Indian Removal Act.
- Bank of United States closes.
- A compromise tariff prevents secession crisis.
- Andrew Jackson elected to a second presidential term.

- Britain abolishes slavery throughout its empire a year after the United States avoids a secession crisis.
- Charles Dickens achieves his first success with *The Pickwick Papers* in 1836.
- Queen Victoria begins her 63-year reign the following year.





# Linking Past and Present Activity 11



## Political Campaigns



Many political campaigning techniques originated in the 1840 presidential campaign, in which the Democratic incumbent, Martin Van Buren, opposed the Whig candidate, William Henry Harrison. Harrison repeatedly attacked Van Buren for being an aristocrat who was uninterested in the depression and high unemployment. Harrison then shifted focus away from his own wealthy background by running on the strength of his military career.

The Whigs selected John Tyler as Harrison's running mate. They coined a catchy slogan to capture the public imagination: "Tippecanoe and Tyler, Too." The slogan referred to Harrison's military victory at the Battle of Tippecanoe. Their strategy paid off—Harrison won 234 presidential electoral votes compared to 60 for Van Buren.

**DIRECTIONS: Matching** Match each candidate in Column A with his slogan in Column B. Write the correct letters in the blanks. You may need to research to find the correct answers.

### Column A

- \_\_\_\_\_ 1. Andrew Jackson
- \_\_\_\_\_ 2. Harry S Truman
- \_\_\_\_\_ 3. James Monroe
- \_\_\_\_\_ 4. Dwight D. Eisenhower
- \_\_\_\_\_ 5. Abraham Lincoln
- \_\_\_\_\_ 6. Martin Van Buren



More than 160 years later, candidates still use many of the same campaign techniques. Political candidates have slogans, rallies, and campaign buttons. Today the electronic media also play a major part in political campaigns. Candidates spend campaign funds on radio and television advertising to reach many voters.

Candidates receive contributions from their supporters and political action committees and can earn matching funds from the government.

Political campaigns are much more expensive today than in 1840. For example, the top spender in the 2000 United States Senate race spent \$60 million!

Tippecanoe  
and Tyler,  
Too

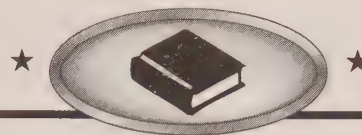
### Column B

- A. I Like Ike
- B. Van's popularity fills the great West; His firmness and honesty none can contest
- C. Let the People Rule
- D. I'm Just Wild About Harry
- E. Era of Good Feelings
- F. Honest Old Abe

**DIRECTIONS: Creating a Slogan** Imagine that you are a political candidate. What office would you run for and what campaign slogan would you use?



## ★ Primary Source Reading 11



## The Trail of Tears

**Interpreting the Source** John Burnett's description of the Trail of Tears is a memoir—an account written from personal experience. As you read Burnett's memoir, try to identify his point of view and how it affects his account.

### The Cherokee Removal, 1890

On . . . hunting trips I met and became acquainted with many of the Cherokee Indians, hunting with them by day and sleeping around their camp fires by night. I learned to speak their language, and they taught me the arts of trailing and building traps and snares. . . .

The removal of the Cherokee Indians from their life long homes in the year of 1838 found me a young man in the prime of life and a Private soldier in the American Army. . . . I saw the helpless Cherokees arrested and dragged from their homes, and driven at the bayonet point into the stockades. And in the chill of a drizzling rain on an October morning I saw them loaded like cattle or sheep into six hundred and forty-five wagons and started toward the west.

One can never forget the sadness and solemnity of that morning. . . . Many of these helpless people did not have blankets and many of them had been driven from home barefooted.

On the morning of November the 17th we encountered a terrific sleet and snow storm with freezing temperatures and from that day until we reached the end of the fateful journey on March the 26th 1839, the sufferings of the Cherokees were awful. The trail of the exiles was a trail of death. They had to sleep in the wagons and on the ground without fire. And I have known as many as twenty-two of them to die in one night of pneumonia due to ill treatment, cold, and exposure. . . .

Future generations will . . . condemn the [removal of the Cherokee]. . . .

SOURCE: John G. Burnett. "The Cherokee Removal Through the Eyes of a Private Soldier," in *The Removal of the Cherokee*. Cherokee, N.C.: Museum of the Cherokee Indian, Publication 305.

### DOCUMENT-BASED QUESTION

**DIRECTIONS:** Answer the following question on a separate sheet of paper. What events in John Burnett's life might have caused him to feel the way he does about the Cherokee?

### Portfolio Activity

**DIRECTIONS: Writing a Memoir** Pick an event at your school or community or in your state that might be of interest to future historians. Write a memoir of that event. Include your own viewpoint or judgment of the event as John Burnett did. Try to capture the feelings associated with the event by using vivid details and descriptive elements. Share your memoir with your classmates for feedback and suggestions.



## Chapter 11 Section Resources

<b>Guided Reading Activity 11-1:</b> <i>Jacksonian Democracy</i>	<b>33</b>
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**Guided Reading Activity 11-1**

**DIRECTIONS: Outlining** Locate the heading in your textbook. Then use the information under the heading to help you write each answer. Use another sheet of paper if necessary.

**I. The Election of 1824**

- A. Introduction—How many candidates ran for president? \_\_\_\_\_
- B. Striking a Bargain—Who selects the president when no candidate receives a majority of electoral votes? \_\_\_\_\_
- C. The Adams Presidency—Why was Adams unable to achieve his policy objectives after the congressional elections of 1826? \_\_\_\_\_

**II. The Election of 1828**

- A. Introduction—What negative element was introduced into the campaign? \_\_\_\_\_
- B. Jackson Triumphs—What were the results of the election? \_\_\_\_\_

**III. Jackson as President**

- A. Introduction—What qualities did Jackson have that most Americans admired? \_\_\_\_\_
- B. New Voters
  - 1. What did Jackson promise for all Americans? \_\_\_\_\_
  - 2. Who could not vote? \_\_\_\_\_
- C. The Spoils System—Who did the Democrats want to have government jobs? \_\_\_\_\_
- D. Electoral Changes—When and where did the Democrats hold their first national party convention? \_\_\_\_\_

**IV. The Tariff Debate**

- A. Introduction—Why did American manufacturers welcome the tariff? \_\_\_\_\_
- B. The South Protests—What did some Southerners threaten? \_\_\_\_\_
- C. The Webster-Hayne Debate—Who defended the Constitution and the Union? \_\_\_\_\_
- D. Jackson Takes a Stand—Did President Jackson support states' rights or the preservation of the Union? \_\_\_\_\_
- E. The Nullification Crisis—What did the Force Bill allow? \_\_\_\_\_

**★ Guided Reading Activity 11-2**

**DIRECTIONS: Filling in the Blanks** Use your textbook to fill in the blanks using the words in the box. Use another sheet of paper if necessary.

**General Winfield Scott****Indian Removal Act****100 million****Osceola****Seminole****Trail of Tears****1,500****Indian Territory****Cherokee****Illinois****Chief Justice John Marshall****Black Hawk****17,000****Moving Native Americans**

After Congress passed the (1) \_\_\_\_\_ in 1830, Jackson sent federal officials to negotiate treaties with Native Americans in the Southeast. In 1834 Congress created the (2) \_\_\_\_\_, an area in present-day Oklahoma. President Jackson supported Georgia's efforts to remove the (3) \_\_\_\_\_ even after (4) \_\_\_\_\_ ruled against Georgia. Most of the (5) \_\_\_\_\_ Cherokee refused to give up their land. In 1838 (6) \_\_\_\_\_ and an army of 7,000 federal troops went to Georgia to remove the Cherokee from their homes and lead them west. Thousands of Cherokee died on the forced journey west, which became known as the (7) \_\_\_\_\_.

**Native American Resistance**

In 1832 the Sauk chieftain (8) \_\_\_\_\_ led a force of Sauk and Fox people back to (9) \_\_\_\_\_, their homeland. Most of the Sauk and Fox were killed by the state militia. The (10) \_\_\_\_\_ of Florida were the only Native Americans who successfully resisted their removal. Chief (11) \_\_\_\_\_ and his people went to war against the United States rather than leave Florida. By 1842 more than (12) \_\_\_\_\_ American soldiers had died, and the government gave up. Native Americans gave up more than (13) \_\_\_\_\_ acres in exchange for \$68 million and 32 million acres.



**Guided Reading Activity 11-3**

**DIRECTIONS: Recalling the Facts** Use the information in your textbook to answer the questions. Use another sheet of paper if necessary.

1. Why did President Andrew Jackson attack the Bank of the United States? \_\_\_\_\_  
\_\_\_\_\_
2. Who was president of the Bank? \_\_\_\_\_
3. What did Jackson do when the bill to renew the Bank's charter came to him for his signature? \_\_\_\_\_
4. How did Jackson "kill" the Bank once he was reelected? \_\_\_\_\_  
\_\_\_\_\_
5. Whom did the Democrats select to succeed Jackson as president in 1836? \_\_\_\_\_  
\_\_\_\_\_
6. What new political party participated in the election of 1836? \_\_\_\_\_
7. When did the following occur: land values fell sharply, investments declined suddenly, banks failed, and people lost confidence in the economic system? \_\_\_\_\_  
\_\_\_\_\_
8. What principle did the president believe in that caused the depression to worsen? \_\_\_\_\_
9. Whom did the Whigs nominate for president and vice president in the election of 1840? \_\_\_\_\_
10. What was the Whigs' campaign slogan? \_\_\_\_\_
11. What campaign symbol did the Whigs use? \_\_\_\_\_  
\_\_\_\_\_
12. Why did the Whigs use this symbol? \_\_\_\_\_
13. How did the Whigs ridicule Martin Van Buren? \_\_\_\_\_  
\_\_\_\_\_
14. What happened four weeks after the inauguration in 1841? \_\_\_\_\_  
\_\_\_\_\_
15. Why were the Whigs outraged with John Tyler? \_\_\_\_\_  
\_\_\_\_\_



## ★ Reteaching Activity 11-1

**DIRECTIONS: Matching** Match each item in Column A with its corresponding item in Column B. Write the correct letters in the blanks.

## COLUMN A

- \_\_\_\_\_ 1. Henry Clay
- \_\_\_\_\_ 2. mudslinging
- \_\_\_\_\_ 3. 1824–1828
- \_\_\_\_\_ 4. bureaucracy
- \_\_\_\_\_ 5. spoils system
- \_\_\_\_\_ 6. nominating conventions
- \_\_\_\_\_ 7. John Quincy Adams
- \_\_\_\_\_ 8. Tariff of Abominations
- \_\_\_\_\_ 9. John C. Calhoun
- \_\_\_\_\_ 10. Daniel Webster
- \_\_\_\_\_ 11. South Carolina
- \_\_\_\_\_ 12. Force Bill

## COLUMN B

- A. son of former president
- B. percentage of white male voters rose from 36.9 to 57.6 percent
- C. vice president who resigned and returned to Congress
- D. practice of replacing government employees with the winning candidate's supporters
- E. allowed the president to use the military to enforce acts of Congress
- F. fought for his program of internal improvements, high tariffs, and a stronger national bank
- G. challenged Robert Hayne in a Senate debate on states' rights
- H. delegates from the states selecting the party's presidential candidate
- I. system in which nonelected officials carry out laws
- J. threatened to secede over the tariffs of 1828 and 1832
- K. attempt to ruin an opponent's reputation with insults
- L. nickname given to high fee charged for manufactured goods from Europe



**DIRECTIONS: Essay** Answer the following questions on a separate sheet of paper.

- 13. What "corrupt bargain" was made during the election?
- 14. How did President Jackson ease the nullification crisis?



★ **Reteaching Activity 11-2**

**DIRECTIONS: Recalling Facts** In the space provided, write the words or sentence that answer the questions.



1. What did the Indian Removal Act allow? \_\_\_\_\_  
\_\_\_\_\_
2. What area did Congress create in 1834? \_\_\_\_\_  
\_\_\_\_\_
3. How did Chief Justice John Marshall rule in *Worcester v. Georgia*? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Whom did President Andrew Jackson support in the same case? \_\_\_\_\_  
\_\_\_\_\_
5. Who was sent to remove the Cherokee from their land? \_\_\_\_\_  
\_\_\_\_\_
6. What was the Trail of Tears? How did it get its name? \_\_\_\_\_  
\_\_\_\_\_
7. Who was the Sauk chieftain who led a force of Sauk and Fox people back to their homeland in Illinois? \_\_\_\_\_
8. How were the Seminole people different from other Native American groups? \_\_\_\_\_  
\_\_\_\_\_
9. What Seminole chief went to war rather than leave Florida? \_\_\_\_\_  
\_\_\_\_\_
10. Who aided the Seminole people in their war against white settlers? \_\_\_\_\_  
\_\_\_\_\_
11. What fighting tactics did the Seminole use? \_\_\_\_\_  
\_\_\_\_\_
12. Who won the Seminole wars? \_\_\_\_\_



**Osceola**

# ★ Reteaching Activity 11-3

**DIRECTIONS: Organizing Facts** The numbered items in the Fact Bank are characteristics of United States presidents in the mid-1800s. Write the number of each item in the appropriate section of the chart.



## Presidents in the Mid-1800s

Andrew Jackson	Martin Van Buren	William Henry Harrison	John Tyler	James Polk

### ★ FACT BANK

- used "Tippecanoe and Tyler, too" as campaign slogan
- vetoed bills sponsored by his own political party
- took a laissez-faire approach to the economy
- elected president in 1844 as a Democrat
- received 56 percent of the popular vote in 1832 election
- hero of the War of 1812
- After his inauguration, the Panic of 1837 struck the economy.
- vetoed bill to renew Bank of the United States in 1832
- first president to take office following the death of an elected president
- first Whig candidate to be elected president
- withdrew government deposits from the Bank of the United States
- died four weeks after his inauguration

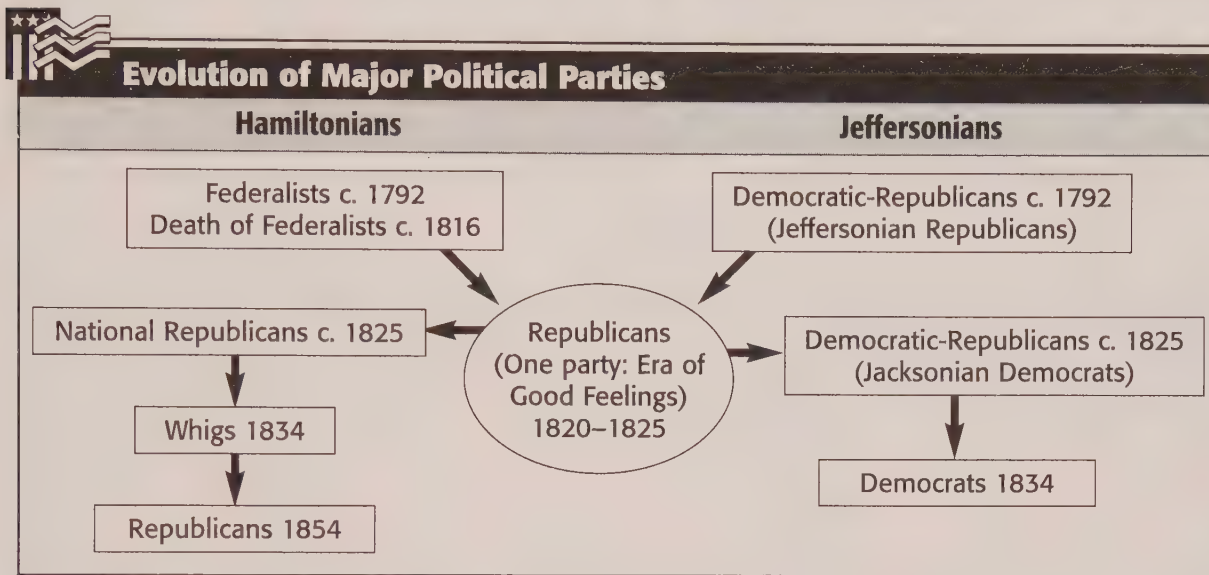






★ **Enrichment Activity 11-1****Political Parties**

The two major political parties during the Jackson era (and today) emerged from the two parties that formed around Alexander Hamilton and Thomas Jefferson during George Washington's presidency. Study the flowchart of these two parties shown below.



SOURCE: Bailey, Thomas A. and David M. Kennedy. *The American Pageant*, Stanford University.

**DIRECTIONS: Interpreting a Flowchart** Write *T* if the statement is true based on the flowchart and *F* if it is false. For all false statements, write the correct statement on a separate sheet of paper.

- \_\_\_\_\_ 1. The Federalist Party was supported by Hamilton and Jefferson.
- \_\_\_\_\_ 2. *Jacksonian Democrats* is another name for Democratic-Republicans.
- \_\_\_\_\_ 3. The Federalist Party existed for less than 20 years.
- \_\_\_\_\_ 4. During 1820 only one major political party existed.
- \_\_\_\_\_ 5. Federalists and Whigs emerged from Democratic-Republicans.
- \_\_\_\_\_ 6. Andrew Jackson's opponent in the election of 1828 was most likely a Whig.
- \_\_\_\_\_ 7. Today's Democratic Party is a product of an earlier party known as the Jeffersonian Republicans.

**Activity**

**DIRECTIONS: Creating a Poster** Research to find out more about the United States's political parties. Pick one of today's parties and create a poster with the title *Why I Am a Democrat* or *Why I Am a Republican*. Display your posters in the classroom. Then discuss the major differences in the two political parties.

## ★ Enrichment Activity 11-2



## The Voice of a Nation

Native Americans struggled to keep their cultures alive. Sequoya, a man from the Cherokee Nation, developed an alphabet that made the Cherokee the first Native American people who could read and write. Sequoya's system was a syllabary (a system where symbols stand for sounds in the language).

**DIRECTIONS: Applying Information** The message below was printed in the first publication of the *Cherokee Phoenix* in 1828. The publication was named for a mythical bird that burned and then rose again from the ashes. Use Sequoya's syllabary to write the pronunciation of the message.

Pronunciation of Cherokee Message	
Message	Pronunciation
G	tsa
1. W	
2. Y	
3. J	
4. O	
5. A	
6. U	
7. O	
8. A	

Cherokee Pronunciation Chart

Cherokee Alphabet.					
D <sub>a</sub>	R <sub>e</sub>	T <sub>i</sub>	Ꭰ <sub>o</sub>	Ꭱ <sub>u</sub>	Ꭲ <sub>v</sub>
Ꭶ <sub>ga</sub> Ꭷ <sub>ka</sub>	Ꭵ <sub>ge</sub>	Ꭶ <sub>gi</sub>	Ꭰ <sub>go</sub>	Ꭶ <sub>gu</sub>	Ꭶ <sub>gv</sub>
Ꭶ <sub>ha</sub>	Ꭶ <sub>he</sub>	Ꭶ <sub>hi</sub>	Ꭶ <sub>ho</sub>	Ꭶ <sub>hu</sub>	Ꭶ <sub>hv</sub>
Ꭶ <sub>la</sub>	Ꭶ <sub>le</sub>	Ꭶ <sub>li</sub>	Ꭶ <sub>lo</sub>	Ꭶ <sub>lu</sub>	Ꭶ <sub>lv</sub>
Ꭶ <sub>ma</sub>	Ꭶ <sub>me</sub>	Ꭶ <sub>mi</sub>	Ꭶ <sub>mo</sub>	Ꭶ <sub>mu</sub>	
Ꭶ <sub>na</sub> Ꭶ <sub>hna</sub> Ꭶ <sub>nah</sub>	Ꭶ <sub>ne</sub>	Ꭶ <sub>ni</sub>	Ꭶ <sub>no</sub>	Ꭶ <sub>nu</sub>	Ꭶ <sub>nv</sub>
Ꭶ <sub>qua</sub>	Ꭶ <sub>que</sub>	Ꭶ <sub>qui</sub>	Ꭶ <sub>quo</sub>	Ꭶ <sub>qu</sub>	Ꭶ <sub>quv</sub>
Ꭶ <sub>sa</sub> Ꭶ <sub>s</sub>	Ꭶ <sub>se</sub>	Ꭶ <sub>si</sub>	Ꭶ <sub>so</sub>	Ꭶ <sub>su</sub>	Ꭶ <sub>sv</sub>
Ꭶ <sub>da</sub> Ꭶ <sub>ta</sub>	Ꭶ <sub>de</sub> Ꭶ <sub>te</sub>	Ꭶ <sub>di</sub> Ꭶ <sub>ti</sub>	Ꭶ <sub>do</sub>	Ꭶ <sub>du</sub>	Ꭶ <sub>dv</sub>
Ꭶ <sub>dla</sub> Ꭶ <sub>tla</sub>	Ꭶ <sub>tle</sub>	Ꭶ <sub>tli</sub>	Ꭶ <sub>tlo</sub>	Ꭶ <sub>tl</sub>	Ꭶ <sub>tlv</sub>
Ꭶ <sub>tsa</sub>	Ꭶ <sub>tse</sub>	Ꭶ <sub>tsi</sub>	Ꭶ <sub>tso</sub>	Ꭶ <sub>tsu</sub>	Ꭶ <sub>tsv</sub>
Ꭶ <sub>wa</sub>	Ꭶ <sub>we</sub>	Ꭶ <sub>wi</sub>	Ꭶ <sub>wo</sub>	Ꭶ <sub>wu</sub>	Ꭶ <sub>wv</sub>
Ꭶ <sub>ya</sub>	Ꭶ <sub>ye</sub>	Ꭶ <sub>yi</sub>	Ꭶ <sub>yo</sub>	Ꭶ <sub>yu</sub>	Ꭶ <sub>yv</sub>

9. The vertical message translates, "Cherokee will rise again." How does the message connect to the name of the newspaper and the life of the Cherokee?

---



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### Activity

**DIRECTIONS: Writing a Newspaper Article** Think about why it was important for the readers of the *Cherokee Phoenix* to learn to read and write their language as well as speak it. Write and article on this topic for inclusion in the 1828 publication.

## ★ Enrichment Activity 11-3

**Political Slogans**

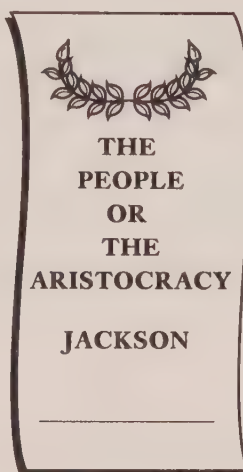
By 1840 slogans had been part of the American election scene for almost half a century. Identify and explain the slogans below from the campaigns of 1824, 1828, 1832, 1836, and 1840, using what you have learned in the chapter.

**DIRECTIONS: Recalling Facts** Name the candidate and/or the election year for each slogan below.

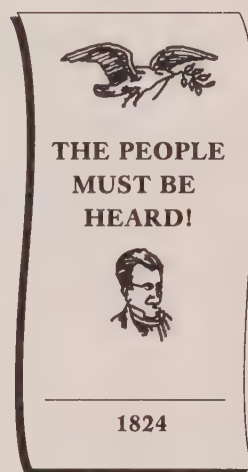
1.



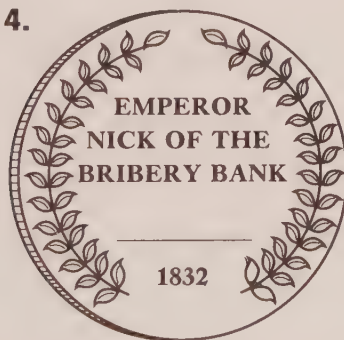
2.



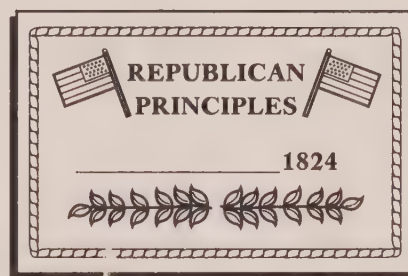
3.



4.



5.



**DIRECTIONS: Drawing Conclusions** Explain each of the following slogans.

6. Democrats, 1824: The Glorious Principles of Seventy-Six \_\_\_\_\_

7. Whigs, 1836: Our Country, Not Our Party \_\_\_\_\_

8. Democrats, 1836: Firm Friend of the South \_\_\_\_\_

9. Whigs, 1840: He Leaves the Plough to Save His Country \_\_\_\_\_



## Chapter 12 Resources

<b>Vocabulary Activity 12:</b> <i>Manifest Destiny</i>	<b>45</b>
<b>Chapter Skills Activity 12:</b> <i>Understanding Latitude and Longitude</i>	<b>47</b>
<b>Critical Thinking Skills Activity 12:</b> <i>Predicting Consequences</i>	<b>49</b>
<b>Geography and History Activity 12:</b> <i>Manifest Destiny</i>	<b>51</b>
<b>Time Line Activity 12:</b> <i>The Texas Revolution (1835–1836)</i>	<b>53</b>
<b>Linking Past and Present Activity 12:</b> <i>Traveling Cross-Country</i>	<b>55</b>
<b>Primary Source Reading 12:</b> <i>A Record of the Discovery of Gold</i>	<b>57</b>

## ★ Vocabulary Activity 12

**DIRECTIONS: Identifying Related and Unrelated Terms** Write terms from the list below that fit each description.

<b>annex</b>	<b>mountain men</b>	<b>Californios</b>	<b>cede</b>	<b>boomtown</b>
<b>rancho</b>	<b>Manifest Destiny</b>	<b>vigilante</b>	<b>ranchero</b>	<b>rendezvous</b>
<b>Tejano</b>	<b>forty-niners</b>	<b>emigrant</b>		

- Two related terms: one names American adventurers who spent most of their time in the Rocky Mountains, and the other names a meeting where these adventurers gathered.  
\_\_\_\_\_
- Two related terms: the idea that the United States was intended to extend its boundaries to the Pacific Ocean; and someone who helped this idea become reality by leaving the United States to go to Oregon country. \_\_\_\_\_
- Two terms that are opposites: one means to take control of something; the other means to give up control. \_\_\_\_\_
- Two related terms: one refers to one of the huge properties built by Mexican settlers in California in the early 1800s; the other names the owner of one of these properties.  
\_\_\_\_\_
- Two related terms: one names a Mexican who claimed Texas as home and the other names Mexicans who lived in California. \_\_\_\_\_
- Three related terms: people who arrived in California looking for gold in 1849; a new community that gold miners built, almost overnight; and a concerned citizen of one of these communities who became a member of a committee that took the law into its own hands. \_\_\_\_\_

**DIRECTIONS: Using Vocabulary** Use each of the following terms correctly in a complete sentence.

**joint occupation**

**decree**

**empresario**

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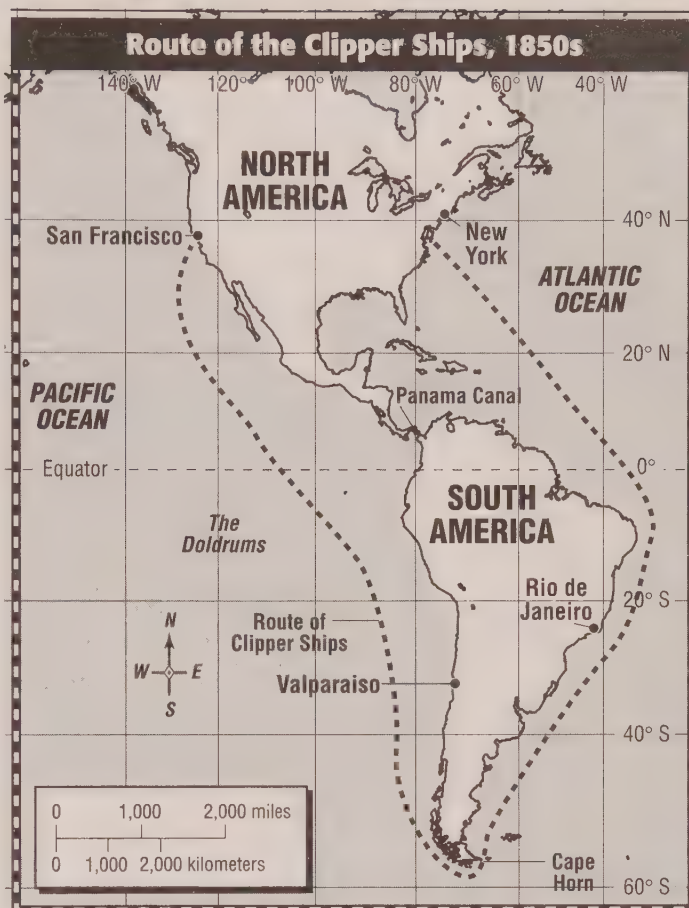


## Chapter Skills Activity 12

### Understanding Latitude and Longitude

The grid lines on maps and globes are lines of latitude and longitude. Lines of latitude, also called *parallels*, are horizontal. Lines of longitude, also called *meridians*, are vertical. The exact location of any place on Earth can be given in coordinates—the point at which parallels and meridians cross each other.

**DIRECTIONS:** This map shows the route that clipper ships took to sail from eastern cities to California. Until the Panama Canal opened in 1914, the long journey around the tip of South America was the fastest way for passengers and goods to reach the new settlements on the West Coast.



1. What are the approximate coordinates of San Francisco?  
\_\_\_\_\_
2. What are the approximate coordinates of Rio de Janeiro? \_\_\_\_\_
3. About how many degrees north of the Equator is the Panama Canal? \_\_\_\_\_
4. About how many degrees south of the Equator is Cape Horn? \_\_\_\_\_
5. In a region near the Equator, light breezes alternate with sudden thunderstorms. These unusual weather conditions make sailing very difficult. What is this region called?  
\_\_\_\_\_

### Activity

**DIRECTIONS:** Make a longitude and latitude puzzle. Use an atlas to plan a road trip to several different locations. Identify the stops on the trip with coordinates of longitude and latitude. Then exchange your puzzle with a classmate. Identify the stops by name.



**Critical Thinking Skills Activity 12****Predicting Consequences**

**SOCIAL STUDIES OBJECTIVE:** Analyze social studies information by making predictions

**LEARNING THE SKILL**

When you read history, you can sometimes predict consequences based on certain events or conditions. For example, you might read that gold was discovered on a certain date in a remote area of California. As a result, you might predict that the population of the area would increase because prospectors would travel to the area to look for gold. Being able to predict consequences can help you better understand the sequence of historical events.

The western edge of North America remained remote for most Americans in the early 1800s. Up until the 1830s, there were few Americans other than mountain men and fur traders in the Oregon country. Oregon was also disputed territory in the early 1800s, with claims by the United States, Britain, Spain, and Russia. In 1818 the United States and Britain arranged for joint occupation of Oregon. In 1819 Spain gave up its claim to Oregon. Russia, concentrating on Alaska, gave up its claim to Oregon in 1824. Lured by stories of abundant, fertile land, the American emigration to Oregon increased during the 1830s and 1840s. By the mid-1840s, the population of Americans in Oregon had increased to 5,000, whereas the British population was only about 700. Americans came overland on the 2,000-mile-long Oregon Trail, from Independence, Missouri, to the mouth of the Columbia River. Portland was the gateway to the wet, fertile Willamette River valley, where most people settled. By 1846 Britain and the United States resolved the dispute over Oregon. The territory was partitioned at the 49°N latitude line.

**APPLYING THE SKILL**

**DIRECTIONS:** Use the passage to answer the following questions.

1. What would you expect to be the consequence of the both the United States and Britain occupying the Oregon Territory?

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2. Based on the American and British populations in Oregon in the mid-1840s, who would you predict would someday own Oregon?

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(continued)



## Critical Thinking Skills Activity 12

## Predicting Consequences

3. How did the location of Oregon contribute to the struggle to control the area?

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4. What predictions would you make about settlement in Oregon based on the fact that eastern Oregon was a barren, arid area?

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5. Gold was discovered in California in 1848. Predict the consequences of such a discovery on the population and settlement of Oregon.

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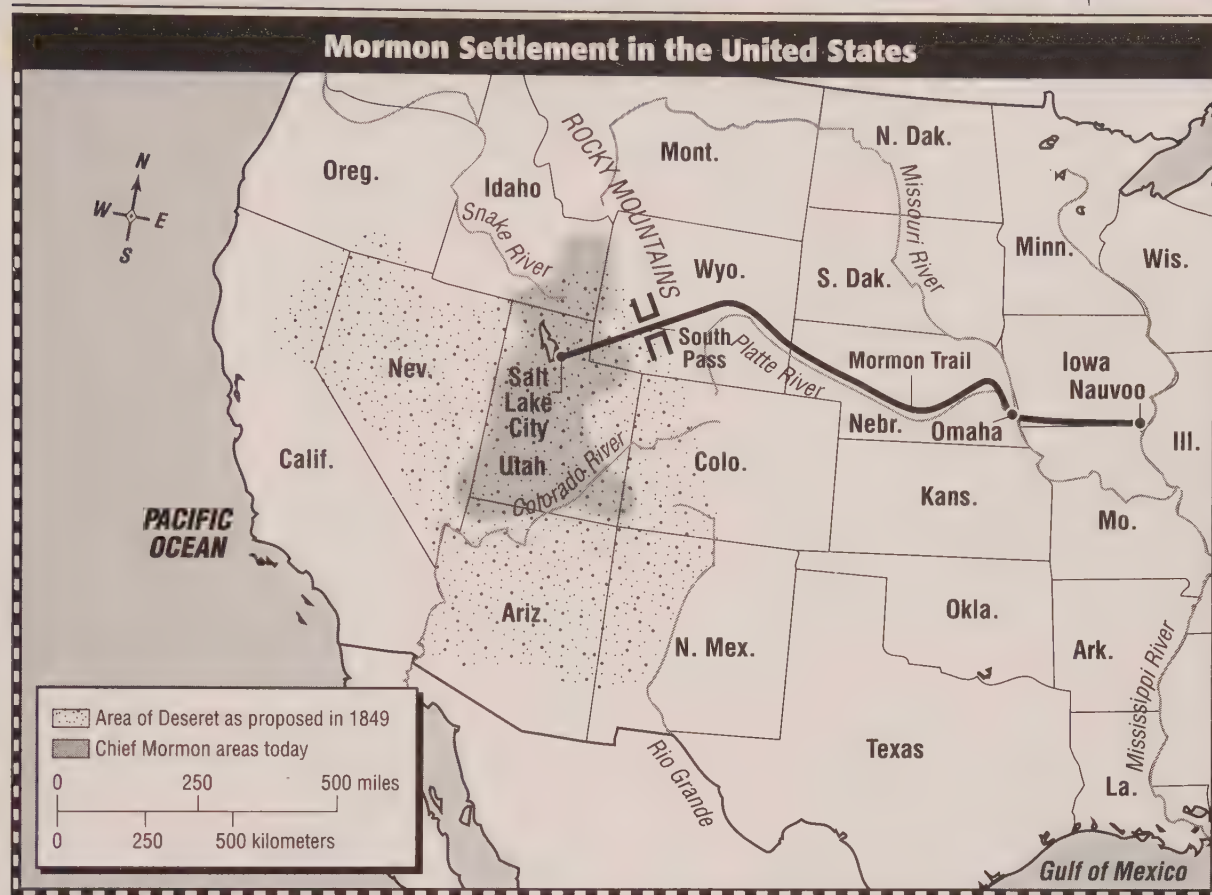
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### PRACTICING THE SKILL

**DIRECTIONS:** In the blank at the left, write the letter of the choice that best answers the question.

- \_\_\_\_\_ 1. Which of the following was a consequence of the many European explorations of Oregon between the 1500s and 1800s?
- A. Maps of Oregon were not very accurate.
  - B. Many countries claimed land in the Oregon region.
  - C. No one ever returned to Oregon.
  - D. Americans were the only people interested in Oregon.
- \_\_\_\_\_ 2. What might have happened if Britain had not been willing to settle its dispute with the United States over Oregon in 1846?
- A. The United States would have given up its claim.
  - B. The Oregon Trail would have been closed.
  - C. The United States and Britain could have gone to war.
  - D. Britain would have gone to war with France.
- \_\_\_\_\_ 3. How do you think the arrival of new American settlers in Oregon would affect the local Native American populations?
- A. It would have no effect on them.
  - B. The population of Native Americans would increase.
  - C. Native Americans from other areas would move to Oregon.
  - D. The population of Native Americans would decrease.

# ★ GEOGRAPHY AND HISTORY ACTIVITY 12



**DIRECTIONS:** Write your answers to questions 1–5 on the map. You may abbreviate if you wish.

1. Use the map scale to estimate the distance the Mormons traveled from Nauvoo to Salt Lake City. Write the number of miles or kilometers on the route of the Mormon Trail. Use blue to color the present-day states that the trail passes through.
2. Underline the name of the river the Mormon Trail follows.
3. Draw a circle around the pass the Mormons used to get through the Rocky Mountains.
4. Circle the names of each state that include land that would have been part of the community of Deseret.
5. Underline the names of the states that contain present-day chiefly Mormon areas.
6. Trace the route of the only river that passes through present-day Mormon areas. Explain what this tells you about most of the land in the Mormon territory.

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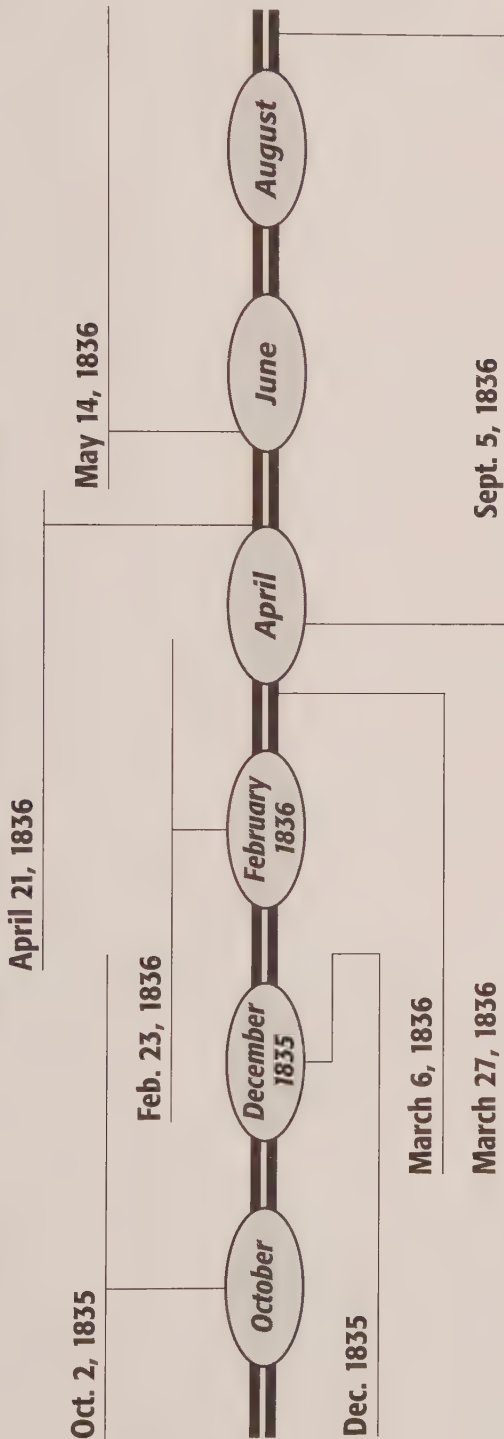


## Time Line Activity 12

### The Texas Revolution (1835–1836)

**DIRECTIONS:** Use the background information to create a time line about the fight for independence between 1835 and 1836.

#### TEXANS FIGHT FOR INDEPENDENCE



#### FIGHT FOR THE ALAMO

##### Background

During 1835 Texas began its struggle for independence. Texas settlers defeated the Mexican cavalry at Gonzales on October 2. The Alamo, a mission fort in San Antonio, was the scene of a heroic attempt by a small group of Texas volunteers to defend it against Mexican General Antonio López de Santa Anna's army of several

thousand troops. In December 1835 Texas volunteers occupied the Alamo after driving Mexican troops from San Antonio. Santa Anna's army reached the Alamo on February 23, 1836, and began its siege. On March 6 they stormed the Alamo, killing all the Texas volunteers. On March 27 Santa Anna's troops massacred

a small force of Texans at Goliad. Using the rallying cry "Remember the Alamo!" Texas forces led by Sam Houston scored a major victory against Santa Anna at San Jacinto on April 21. On May 14 Santa Anna was forced to sign treaties at Velasco, Texas. On September 5 Sam Houston was elected president of the new Republic of Texas.



# Linking Past and Present Activity 12



## Traveling Cross-Country

### THEN

In the early 1800s, pioneers generally traveled by Conestoga wagons. These covered wagons were known as the “camels of the prairie” because they could make long, hard journeys without breaking down.

The Pennsylvania Dutch designed the Conestoga wagon to carry freight. To prevent items from falling out of the wagon, both ends of the wagon were higher than the middle, and the bottom was slightly curved. The back wheels of the Conestoga were larger than the front. All of the wheels had wide iron bands that enabled the wagon to travel on dirt roads without getting bogged down in the mud.

Originally teams of four to six horses pulled the wagons, but the pioneers often used oxen or mules. The wagons could transport entire families and all their possessions as well as all supplies necessary for a 2,000-mile (3,218 km), six-month journey.

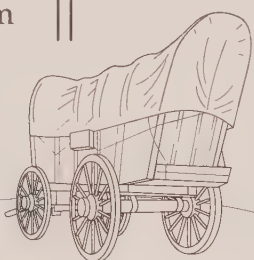
### NOW

Transportation has grown enormously in the United States since the early 1800s. Today people can travel across the United States in less than a day in airplanes, or they can drive automobiles or ride on trains.

After the railroad building boom of the 1840s, Conestoga wagons no longer hauled the country’s freight. Railroads’ speed and freight capacity were huge improvements over covered wagons. Today railroads still carry freight.

A network of paved highways has replaced the dirt roads of the early 1800s.

In 1956 the construction of the interstate highway system began. Today highways crisscross the nation and connect major cities throughout the United States. Once only brave pioneers crossed the country, but now many Americans make this journey.



### Activity

#### DIRECTIONS: Making a List

Think about the size of a Conestoga wagon. Now imagine that you are a pioneer taking a six-month, cross-country journey in such a wagon. List 10 things that you would take to keep you supplied and that could fit into the wagon. Remember that there were no grocery or hardware stores along the way!

Item to Bring	Why It Is Essential
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

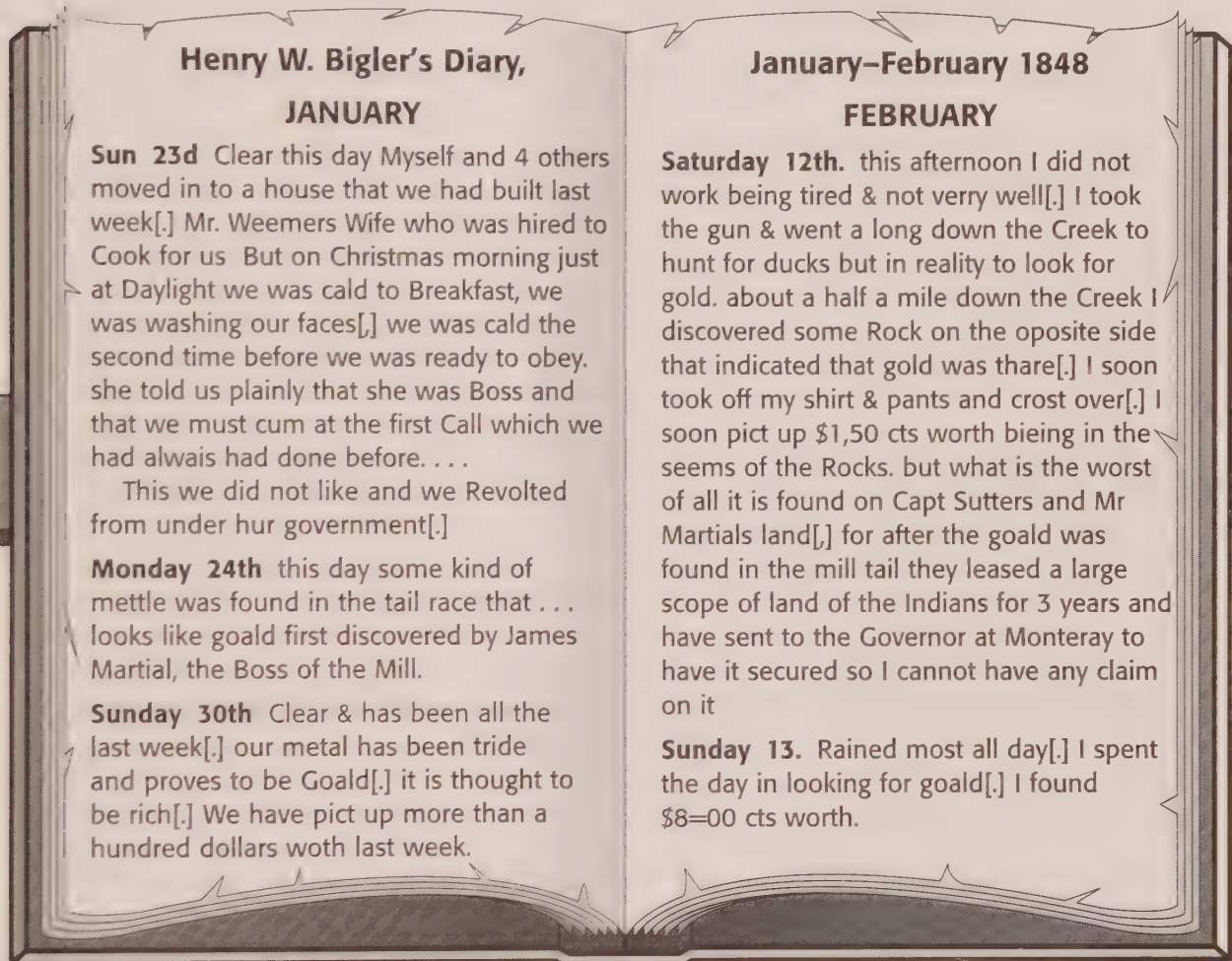




## ★ Primary Source Reading 12

**A Record of the Discovery of Gold**

**Interpreting the Source** Henry Bigler was working at John Sutter's mill when mill supervisor John Marshall spotted gold in the river on January 24, 1848. As you read Bigler's diary, try to reconstruct the events that led to the California Gold Rush.



SOURCE: Rodman W. Paul. *The California Gold Discovery: Sources, Documents, Accounts and Memoirs Relating to the Discovery of Gold at Sutter's Mill*. Georgetown, Calif.: Talisman Press, 1966.

**DOCUMENT-BASED QUESTION**

**DIRECTIONS:** Answer the following question on a separate sheet of paper.  
How do you feel about Henry Bigler? Explain your opinion.

**Portfolio**  
**Activity**

**DIRECTIONS:** Pick an important event from the newspaper, and follow news coverage of the event for a week. Watch for television coverage, newspaper reports, or radio broadcasts. Record information in a daily diary, along with personal reactions to the event, comments on your daily life, and other information that might be of interest in the future.

## Chapter 12 Section Resources

<b>Guided Reading Activity 12-1:</b> <i>The Orgeon Country</i>	<b>59</b>
<b>Guided Reading Activity 12-2:</b> <i>Independence for Texas</i>	<b>60</b>
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## ★ Guided Reading Activity 12-1

**DIRECTIONS: Recalling the Facts** Use the information in your textbook to answer the questions. Use another sheet of paper if necessary.

1. What did the Oregon country include? \_\_\_\_\_
2. What nations laid claim to the Oregon country in the early 1800s?  
\_\_\_\_\_
3. Why did Americans want control of the Oregon country? \_\_\_\_\_
4. What agreement did John Quincy Adams work out with Great Britain in 1818 regarding the Oregon country? \_\_\_\_\_
5. Who were the mountain men? \_\_\_\_\_
6. How did mountain men make their living? \_\_\_\_\_
7. What was the highlight of the year for the mountain men? \_\_\_\_\_
8. What did mountain men such as Kit Carson do for work after most of the beavers were killed off? \_\_\_\_\_
9. When did the first large-scale migration to Oregon country take place?  
\_\_\_\_\_
10. What was the path called that the pioneers followed into Oregon country?  
\_\_\_\_\_
11. What were the wagons called that held the pioneers' supplies and belongings?  
\_\_\_\_\_
12. How did Native Americans assist pioneers on their journey west? \_\_\_\_\_
13. Where did most of the pioneers settle? \_\_\_\_\_
14. What phrase did newspaper editor John O'Sullivan use to describe the idea of a national mission to extend the boundaries of the United States all the way to the Pacific Ocean? \_\_\_\_\_
15. What 1844 campaign slogan referred to the line of latitude that Democrats believed should be the nation's northern border in Oregon? \_\_\_\_\_

**Guided Reading Activity 12-2**

**DIRECTIONS: Outlining** Locate the heading in your textbook. Then use the information under the heading to help you write each answer. Use another sheet of paper if necessary.

**I. A Clash of Cultures**

- A.** Introduction—Why did Americans believe that they had the right to claim Texas? \_\_\_\_\_
- B.** Land Grants—What name was given to the first American families, carefully recruited by Stephen F. Austin, to settle in Texas? \_\_\_\_\_
- C.** Growing Tension—What was the purpose of the 1830 decree issued by Mexico? \_\_\_\_\_
- D.** Attempt at Reconciliation—What demands did Austin present to the Mexican president Antonio López de Santa Anna in their 1833 meeting? \_\_\_\_\_

**II. The Struggle for Independence****A.** Introduction

1. What do Texans consider the first fight of the Texan Revolution? \_\_\_\_\_

2. Where did Texans score an important victory in 1835? \_\_\_\_\_

**B.** The Battle of the Alamo

1. When was the Battle of the Alamo? \_\_\_\_\_

2. Who led the Mexican forces and who led the Texans at the Alamo? \_\_\_\_\_

3. Although they lost the battle and their lives, what had the defenders of the Alamo done for Texans? \_\_\_\_\_

**C.** Texas Declares Its Independence

1. What happened on March 2, 1836? \_\_\_\_\_

2. What was the Goliad Massacre? \_\_\_\_\_

- D.** The Battle of San Jacinto—What was the battle cry of Texans at the battle of San Jacinto? \_\_\_\_\_

**III. The Lone Star Republic**

- A.** Introduction—Who was elected president of Texas in 1836? \_\_\_\_\_

- B.** Texas Becomes a State—When did Texas officially become a state? \_\_\_\_\_



## Guided Reading Activity 12-3

**DIRECTIONS: Filling in the Blanks** Use your textbook to fill in the blanks using the words in the box. Use another sheet of paper if necessary.

<b>Guadalupe Hidalgo</b>	<b>Santa Fe Trail</b>	<b>capital</b>	<b>John Slidell</b>
<b>William Becknell</b>	<b>Mexican War</b>	<b>1833</b>	<b>Santa Fe</b>
<b>mission system</b>	<b>Spanish explorers</b>	<b>1840s</b>	<b>declared war</b>
<b>Republic of California</b>	<b>New Mexico</b>	<b>half</b>	<b>Pacific</b>
<b>Zachary Taylor</b>			

### The New Mexico Territory

In the early 1800s, the area of **(1)** \_\_\_\_\_ included all of present-day New Mexico, Arizona, Nevada and parts of Colorado and Utah. The Spanish tried to keep Americans away from **(2)** \_\_\_\_\_, fearing that Americans would want to take over the area. **(3)** \_\_\_\_\_, the first American trader to reach Santa Fe, arrived in 1821. The route he took became known as the **(4)** \_\_\_\_\_.

### California's Spanish Culture

Missionaries and **(5)** \_\_\_\_\_ were the first Europeans to settle in California. A key part of Spain's plan to colonize California was the **(6)** \_\_\_\_\_. In **(7)** \_\_\_\_\_ the Mexican government passed a law abolishing the missions and sold some of the land to Mexican settlers. American families began arriving in the **(8)** \_\_\_\_\_. Many Americans saw the benefits of extending the United States territory to the **(9)** \_\_\_\_\_.

### War With Mexico

President Polk sent an agent, **(10)** \_\_\_\_\_, to Mexico to settle several disputes. When the Mexican government refused to negotiate, Polk ordered General **(11)** \_\_\_\_\_ to march soldiers to the disputed borderland. Mexican soldiers attacked the American soldiers in 1846, and Congress **(12)** \_\_\_\_\_. The American people were divided over the **(13)** \_\_\_\_\_.

In the summer of 1846, General Stephen Watts Kearny captured the **(14)** \_\_\_\_\_ of New Mexico without firing a shot. A small group of Americans in Sonoma proclaimed the independent **(15)** \_\_\_\_\_. The Treaty of **(16)** \_\_\_\_\_ was signed in February 1848, ending the Mexican War. The war cost Mexico **(17)** \_\_\_\_\_ of its territory.



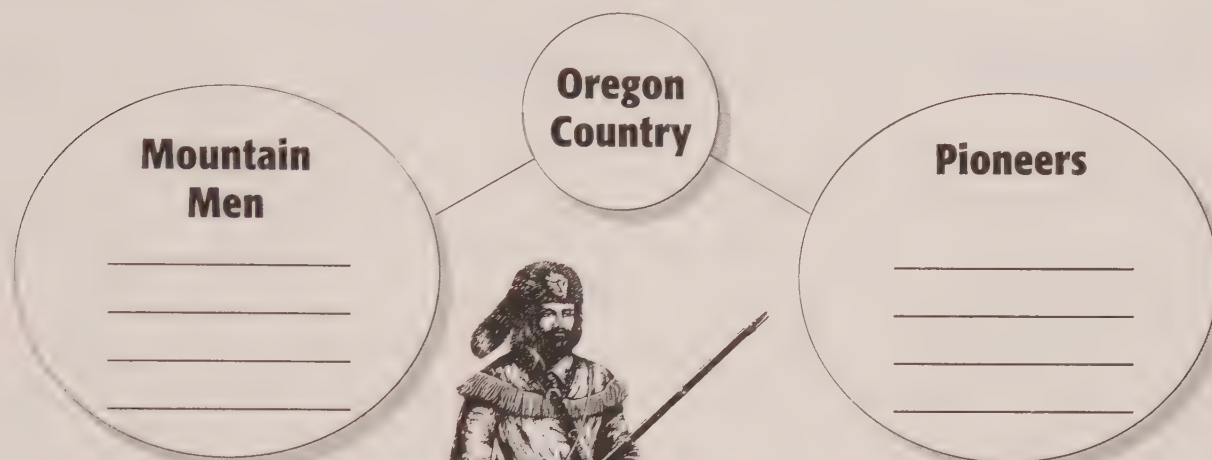
**Guided Reading Activity 12-4**

**DIRECTIONS: Recalling The Facts** Use the information in your textbook to answer the questions. Use another sheet of paper if necessary.

1. How many people came to California in search of gold in 1848 and 1849?  
\_\_\_\_\_
2. Who were the forty-niners? \_\_\_\_\_
3. Where did the forty-niners come from? \_\_\_\_\_
4. What was the name given to the communities that seemed to spring up overnight? \_\_\_\_\_
5. What city grew from a tiny village to a city of about 20,000 people during the Gold Rush? \_\_\_\_\_
6. Where did miners find gold? \_\_\_\_\_
7. Who profited most from the Gold Rush? \_\_\_\_\_
8. What were the mining camps like for the men who lived there? \_\_\_\_\_
9. Who were the vigilantes? \_\_\_\_\_
10. What long-lasting effects did the Gold Rush have on the California economy?  
\_\_\_\_\_
11. What happened to California's population during the Gold Rush? \_\_\_\_\_
12. Why did California's request to become a state cause a crisis in Congress?  
\_\_\_\_\_
13. Why did the Mormons come to Utah? \_\_\_\_\_
14. Who founded the Mormon church and who led the Mormons to Utah? \_\_\_\_\_
15. What is the historical significance of the migration of 12,000 Mormons to the Great Salt Lake in 1846? \_\_\_\_\_
16. What was the original name of Salt Lake City? \_\_\_\_\_

# ★ Reteaching Activity 12-1

**DIRECTIONS: Organizing Facts** The items in the Fact Bank describe or name mountain men or pioneers of the Oregon country. Complete the web diagram by writing the letter of each item in the correct circle.



## ★ FACT BANK

- |  |   |
|--|---|
| <b>A.</b> Jim Beckwourth                             | <b>L.</b> gathered for a rendezvous                               |
| <b>B.</b> fur traders                                | <b>M.</b> worked hard to survive the difficult 2,000-mile journey |
| <b>C.</b> emigrants                                  | <b>N.</b> traded with Native Americans for food and supplies      |
| <b>D.</b> followed the Oregon Trail                  | <b>O.</b> acted as guides for settlers heading west               |
| <b>E.</b> Jedediah Smith                             | <b>P.</b> tough, independent, skillful, resourceful               |
| <b>F.</b> carried goods in prairie schooners         | <b>Q.</b> formed societies to collect information about Oregon    |
| <b>G.</b> adopted Native American ways               | <b>R.</b> assisted by Native Americans who served as guides       |
| <b>H.</b> Dr. Marcus Whitman                         |   |
| <b>I.</b> spent most of their time alone in the wild |   |
| <b>J.</b> Kit Carson                                 |   |
| <b>K.</b> traveled in large groups                   |   |

**DIRECTIONS: Essay** Answer the following questions on a separate sheet of paper.

- How did John Quincy Adams help Americans gain control of the Oregon country?
- What is Manifest Destiny?

**★ Reteaching Activity 12-2**

**DIRECTIONS: Matching** Match each item in Column A with its corresponding item in Column B. Write the correct letters in the blanks.

**COLUMN A**

- \_\_\_\_\_ 1. Davy Crockett
- \_\_\_\_\_ 2. Adams-Onís Treaty
- \_\_\_\_\_ 3. Tejanos
- \_\_\_\_\_ 4. empresarios
- \_\_\_\_\_ 5. Moses Austin
- \_\_\_\_\_ 6. Stephen Austin
- \_\_\_\_\_ 7. Old Three Hundred
- \_\_\_\_\_ 8. General Antonio López de Santa Anna
- \_\_\_\_\_ 9. Gonzales
- \_\_\_\_\_ 10. the Alamo
- \_\_\_\_\_ 11. March 2, 1836
- \_\_\_\_\_ 12. Goliad
- \_\_\_\_\_ 13. Sam Houston
- \_\_\_\_\_ 14. December 29, 1845

**COLUMN B**

- A.** mission defended by a small Texan force for 12 days against several thousand Mexican troops
- B.** date Texas officially became a state
- C.** became president of Mexico in 1833
- D.** backwoodsman from Tennessee who fought and died at the Alamo
- E.** arranged for settlements in Texas
- F.** recruited families to settle along the Brazos River and the Colorado River of Texas
- G.** United States dropped claim to Texas
- H.** Santa Anna ordered the execution of Texan prisoners following a battle here
- I.** date Texas declared its independence
- J.** first fight of the Texan Revolution
- K.** Mexicans who claimed Texas as their home
- L.** elected president of Texas in 1836
- M.** the first group of American families to settle the first land grant in Texas
- N.** received first Texas land grant in 1821



**DIRECTIONS: Essay** Answer the following questions on a separate sheet of paper.  
What controversy surrounded the annexation of Texas as a state? How did the results of the 1844 presidential campaign help settle the issue?



**★ Reteaching Activity 12-3**

**DIRECTIONS: Sequencing Events** Number the events in the order in which they occurred.

- \_\_\_\_\_ **A.** William Becknell reaches Santa Fe.
- \_\_\_\_\_ **B.** Mexico stops payments on its debt to the United States because of the dispute over the Texas-Mexico border.
- \_\_\_\_\_ **C.** A small group of Americans seize the California town of Sonoma and proclaim the independent Republic of California.
- \_\_\_\_\_ **D.** The United States controls all of California.
- \_\_\_\_\_ **E.** In an attempt to provoke Mexico, James K. Polk orders General Zachary Taylor to lead a small army of soldiers across the disputed border.
- \_\_\_\_\_ **F.** Zachary Taylor secures the Texas border with a victory at Buena Vista.
- \_\_\_\_\_ **G.** The United States pays Mexico \$10 million for the Gadsden Purchase.
- \_\_\_\_\_ **H.** Relations between Mexico and the United States worsen when Texas is annexed to the United States.
- \_\_\_\_\_ **I.** American families begin to arrive in California to settle.
- \_\_\_\_\_ **J.** The Americans take Mexico City.
- \_\_\_\_\_ **K.** Polk sends John Slidell to Mexico to offer the Mexican government \$30 million for California and New Mexico if Mexico will accept the Rio Grande as the Texas boundary.
- \_\_\_\_\_ **L.** The United States and Mexico sign the Treaty of Guadalupe Hidalgo.
- \_\_\_\_\_ **M.** Mexico wins its independence from Spain.

**DIRECTIONS: Essay** Answer the following question on a separate sheet of paper.

What was President Polk's three-part plan for the war with Mexico?



# ★ Reteaching Activity 12-4

**DIRECTIONS: Organizing Facts** The numbered items in the Fact Bank describe settlers to the Western territories of California and Utah. Write the number of each item in the appropriate section of the chart.



## California and Utah Settlers

Forty-Niners	Mormons

### ★ FACT BANK

- used irrigation canals for growing crops
- settled in boomtowns such as Shinbone Peak
- drew 100,000 people to California in 1848 and 1849
- members of the Church of Jesus Christ of Latter-day Saints
- made San Francisco an important city
- founded Deseret, which became Salt Lake City
- included Asian immigrants, primarily from China
- used streambeds for "panning"
- led by Joseph Smith and Brigham Young

**DIRECTIONS: Essay** Answer the following questions on a separate sheet of paper.

- What group of people grew rich from the California Gold Rush? Explain why they were so prosperous.
- Why might the Mormons have chosen a region that was isolated and had a very dry climate as a place to settle?



★ **Enrichment Activity 12-1****Rendezvous**

The mountain men's rendezvous, where they traded furs for other goods, was often the highlight of the year for these early explorers of the Oregon country. Alfred Jacob Miller, an American painter, painted scenes of the rendezvous and described it in notes. Below are excerpts from his notes on a painting of an 1837 rendezvous, near Green River, Oregon.

This was . . . our final destination. Here we rested for a month under the shadows of the great spurs of Wind River Mountains, encamping among 3000 Snake and other Indians who had all assembled at this place . . . [to] trade buffalo robes and peltries for dry goods, ammunition, tobacco, etc. It truly was an imposing sight. The white lodges of the Indians stretching out in vast perspective, the busy throng of savages on spirited horses moving in all

directions, some of them dressed in barbaric magnificence.

. . . The American Fur company's great tent is elevated and trading goes briskly forward. Here the trapper gets his outfit and gangs of them depart under a "bourgeois" for the beaver streams to trap that valuable animal. Here we saw all the notabilities, the great leaders, both Indian and pale-faces . . .

**DIRECTIONS: Understanding Words in Context** Some of the words Miller used have a different meaning today. Use a dictionary to find the meanings of the following words. Write the meaning that best fits the context. Then write the meaning Miller probably intended or what he was trying to describe.

Word	Current Meaning	Miller's Meaning
1. spurs	_____	_____
2. peltries	_____	_____
3. savages	_____	_____
4. barbaric	_____	_____
5. elevated	_____	_____
6. bourgeois	_____	_____
7. notabilities	_____	_____
8. pale-faces	_____	_____

**Activity**

**DIRECTIONS: Creating a Picture** Use Miller's description to picture what the rendezvous must have been like. Then create a drawing or a painting of this important annual event. Use your textbook and the media center to learn how the mountain men and the Native Americans were dressed.



## ★ Enrichment Activity 12-2

**Texas Independence**

The opening of the Texas Declaration of Independence, which was adopted on March 2, 1836, is given below.

*When a government has ceased to protect the lives, liberty, and property of the people from whom its legitimate powers are derived, and . . . becomes an instrument in the hands of evil rulers of their oppression; . . . the first law of nature, the right of self-preservation—the inherent and inalienable right of the people to appeal to first principles and take their political affairs into their own hands in extreme cases—enjoins it as a right toward themselves and a sacred obligation to their posterity to abolish such government and create another in its stead, calculated to rescue them from impending dangers, and to secure their future welfare and happiness.*

*Nations, as well as individuals, are amenable for their acts to the public opinion of mankind. A statement of a part of our grievances is, therefore, submitted to an impartial world, in justification of the hazardous but unavoidable step now taken of severing our political connection with the Mexican people, and assuming an independent attitude among the nations of the earth.*

**DIRECTIONS: Interpreting Facts** Use the excerpt to answer the following questions.

1. What is the cause for the declaration? \_\_\_\_\_  
\_\_\_\_\_
2. What are “first principles”? \_\_\_\_\_
3. What does self-preservation require a nation to do? \_\_\_\_\_  
\_\_\_\_\_
4. What will the new government be designed to do? \_\_\_\_\_  
\_\_\_\_\_
5. What will the content following this excerpt discuss? \_\_\_\_\_  
\_\_\_\_\_

**Activity**

**DIRECTIONS: Making a Chart** On a separate sheet of paper, compare the opening of the Texas Declaration of Independence to the opening of the United States Declaration of Independence. How are they alike? Different? Complete a chart to explain your findings.

## ★ Enrichment Activity 12-3



## Defeat of Mexico

Major land campaigns of the Mexican War (1846–1848) were led by Zachary Taylor, Stephen Watts Kearny, and Winfield Scott in southwestern North America.



**DIRECTIONS: Tracing Map Routes** Use the following information to trace the routes of Taylor, Kearny, and Scott. Use a different color for each route and complete the key.

1. Taylor—left Corpus Christi and moved southwest inland then due south along the coastal plain to Matamoros; followed the Rio Grande westward until it bent sharply northwestward; traveled south westward to Monterrey, then Buena Vista.
2. Kearny—left Fort Leavenworth, at the most southwesterly bend of the Missouri River; traveled southwest toward the most northerly bend of the Arkansas River; followed the northern border of the disputed area, formed by the Arkansas River, westward for about 200 miles; went due south and then due west to Santa Fe; crossed the Rio Grande, traveled south along the western border of the disputed area almost to Mexico; traveled due west along the Gila River; crossed the Colorado River and traveled slightly north and then south to San Diego.
3. Scott—landed at Veracruz; curved northwest to avoid mountainous land and then southwest to reach Mexico City.

### Activity

**DIRECTIONS: Using the Media Center** Use the media center to learn more about Winfield Scott, Stephen Kearny, or Zachary Taylor. Prepare a short illustrated biography of one of these Mexican War veterans. Include one or more maps to show where important events in his life occurred.

# ★ Enrichment Activity 12-4



## Sea Routes to Gold

Although most forty-niners traveled overland to California, others sailed to San Francisco from ports on the Atlantic coast and the Gulf of Mexico. You can trace some of the sea routes taken by forty-niners on the map.

**DIRECTIONS:** Using a Map Scale Study the water routes taken by gold seekers. Then use the map scale to answer the questions.

1. About how much shorter was the Panama route from New York to San Francisco than the route around South America?

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2. Why did some people choose the Nicaragua route from New York to San Francisco instead of the Panama route?

---



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3. How far did miners from Chile have to sail to San Francisco? \_\_\_\_\_
4. Gold seekers out of the Texas ports of Galveston and Corpus Christi most often chose to cross Mexico to reach the Pacific Ocean. Draw their route, showing where they probably crossed Mexico.

## Activity

**DIRECTIONS:** Drawing a Map Captains of some ships sailing around South America took a shortcut at the tip of the continent that shortened their voyage by hundreds of miles. Draw a map of this region and show the route of the shortcut these ships took. Then do research to locate an account of one of their voyages. What special dangers did such a trip have?



## Chapter 13 Resources

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**★ Vocabulary Activity 13**

**DIRECTIONS: Understanding Definitions** Select the term that answers each question below. Write the correct term in the space provided.

**nativist****famine****fixed cost****cotton gin****Morse code****trade union****prejudice****capital****telegraph****credit****clipper ship****discrimination**

1. What is a sailing vessel with a sleek hull and tall sails that could sail as fast as most steamships in the 1840s? \_\_\_\_\_
2. What are two related terms: the first is an apparatus that used electric signals to transmit messages; the second is a series of dots and dashes representing the letters of the alphabet used to compose these messages? \_\_\_\_\_
3. What is an organization of workers with the same trade, or skill? \_\_\_\_\_
4. What are two related words: the first means an unfair opinion not based on facts; the second means unfair treatment of a group? \_\_\_\_\_
5. What is an extreme shortage of food? \_\_\_\_\_
6. What term refers to a person opposed to immigration because he or she felt that immigration threatened the future of American-born citizens? \_\_\_\_\_
7. What term names a machine invented by Eli Whitney that removed seeds from cotton fibers? \_\_\_\_\_
8. What are three related words: the first is a regular expense involved in doing business; the second is money available to invest in business; the third is a form of loan extended in business transactions? \_\_\_\_\_

**DIRECTIONS: Using Vocabulary** Use each of the following terms correctly in a complete sentence. Write the sentences on a separate sheet of paper.

**strike****yeoman****tenant farmer****overseer****spiritual****slave code**

# ★ Chapter Skills Activity 13

## Reading a Circle Graph

A circle graph is useful in comparing parts of a whole. The entire circle stands for the whole thing, or 100 percent of something. The sections represent the parts that make up the whole.

**DIRECTIONS:** Use the four circle graphs below to answer the questions that follow.

1. What do the four graphs show?

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2. What percentage of people lived in rural areas in 1830?

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In 1860? \_\_\_\_\_

3. During which two decades did the number of people living in urban areas increase by about five percent?

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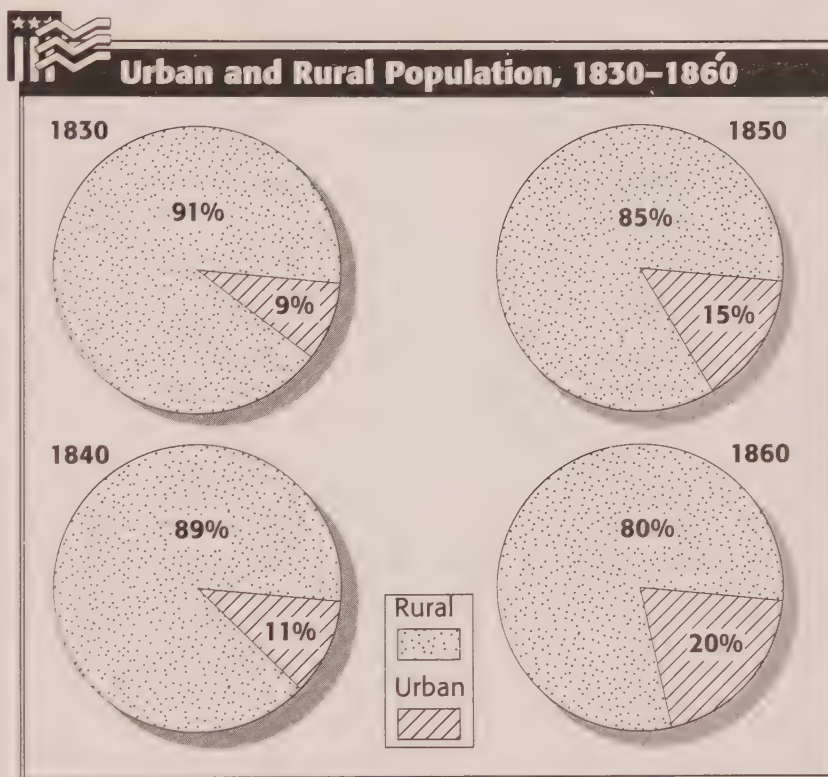
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4. What conclusion can you draw from the graphs about the relationship of rural dwellers to urban dwellers from 1830 to 1860? \_\_\_\_\_

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## Activity

**DIRECTIONS:** Make a circle graph to show the composition of your class. Count the number of males and females in the class and determine what percentage of the class each group represents.





**Critical Thinking Skills Activity 13****Drawing Conclusions**

**SOCIAL STUDIES OBJECTIVE:** Analyze information by drawing conclusions

**LEARNING THE SKILL**

When you read a book or an article, you may need to look beyond what is actually written on the page to understand its meaning fully. By considering the facts presented and using your own knowledge, you can draw conclusions that allow you to go beyond what is actually stated on the page.

**APPLYING THE SKILL**

The passage below is an excerpt from the interview with 80 year old Clayton Holbert, a formerly enslaved African American.

*My name is Clayton Holbert, and I am an ex-slave. . . . My master's name was Pleasant "Ples" Holbert. My master had . . . around one hundred slaves. . . . They always had a man in the field to teach the small boys to work, and I was one of the boys. I was learning to plant corn, etc. My father, brother and uncle went to war on the Union side. We raised corn, barley, and cotton, and produced all of our living on the plantation. There was no such thing as going to town to buy things. . . . For our meat we used to kill . . . hogs. . . . We also made our own sorghum, dried out own fruits. . . . I was never sold. I always had just one master. When slave owners died, if they had no near relatives to inherit their property, they would "Will" the slaves their freedom. . . . My grandmother and my mother were both freed like this, but [dishonest] . . . traders captured them [again] . . . and they took them just like they would animals, and sold them, that was how "Ples" Holbert got my mother. My grandmother was sent to Texas. My mother . . . never saw her again. . . . After the war was over . . . it left my mother alone. . . . [She] got her freedom, she and me, I was seven or eight years old, and my brother was fourteen, and my sister was about sixteen. . . . [My] master said that we could stay and work for him a year, and then we also stayed there the following year, and he paid us the second year.*

SOURCE: *The American Slave*, Clayton Holbert, Ottawa, Kansas, interviewed by Leta Gray.

**APPLYING THE SKILL**

**DIRECTIONS:** Use the passage to answer the questions.

1. Was Clayton Holbert enslaved during a large part of his life?

---

---

2. How did Clayton Holbert become enslaved?

---

---

---

(continued)

# **Critical Thinking Skills Activity 13**

## **Drawing Conclusions**

3. How do you think Clayton Holbert got his last name?

---

---

4. How did the Civil War affect Clayton Holbert's family?

---

---

---

5. How did slavery affect Clayton Holbert's family?

---

---

---

### **PRACTICING THE SKILL**

**DIRECTIONS:** In the blank at the left, write the letter of the choice that best answers the question.

- \_\_\_\_\_ 1. How does this passage suggest how Clayton felt about having been enslaved?  
A. He thought it was brutal.  
B. His experience was not brutal, but he regretted the effects on his loved ones.  
C. He wished he were still enslaved.  
D. He did not mind being enslaved because he liked his owner.
- \_\_\_\_\_ 2. Was Clayton Holbert's family prepared for freedom after the Civil War?  
A. Yes, they immediately bought their own farm.  
B. Yes, they left right away to join family up north.  
C. No, they stayed on the plantation where they had been enslaved for two more years.  
D. No, they never left the plantation where they had been enslaved.
- \_\_\_\_\_ 3. Which of the jobs below would Clayton Holbert have had the training to do?  
A. farmer  
B. soldier  
C. blacksmith  
D. teacher

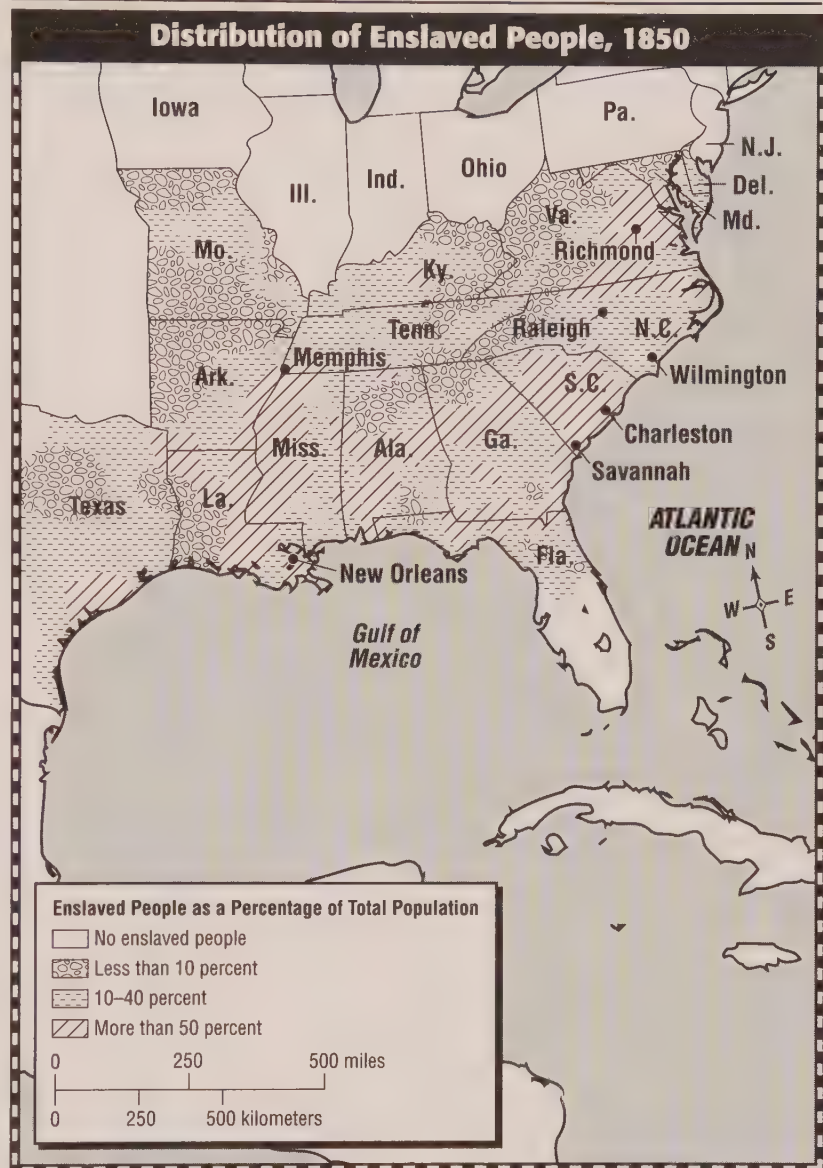


# ★ GEOGRAPHY AND HISTORY ACTIVITY 13



**DIRECTIONS:** Write your answers to questions 1–4 on the map. You may abbreviate if you wish.

- Trace in blue the boundaries of two Southern states with the lowest percentage of enslaved people. Trace in red the boundaries of six Southern states with the highest percentage of enslaved people.
- Human/Environmental Interaction** Use green to color all the states on the map that had no enslaved people. Note the area in one Southern state where there were no enslaved people. Draw a box around the name of that state.
- Trace the boundary of the westernmost state that had enslaved people.
- Circle the names of three cities that you think were ports from which Southern cotton was shipped to Great Britain. Use the map of cotton production on page 398 of your textbook to help you answer this question.



Write your answer to question 5 on a separate sheet of paper.

- Compare the map on this page with the map of cotton production in 1860 on page 398 of your textbook. Explain the relationship between the percentage of enslaved people and Southern cotton production.

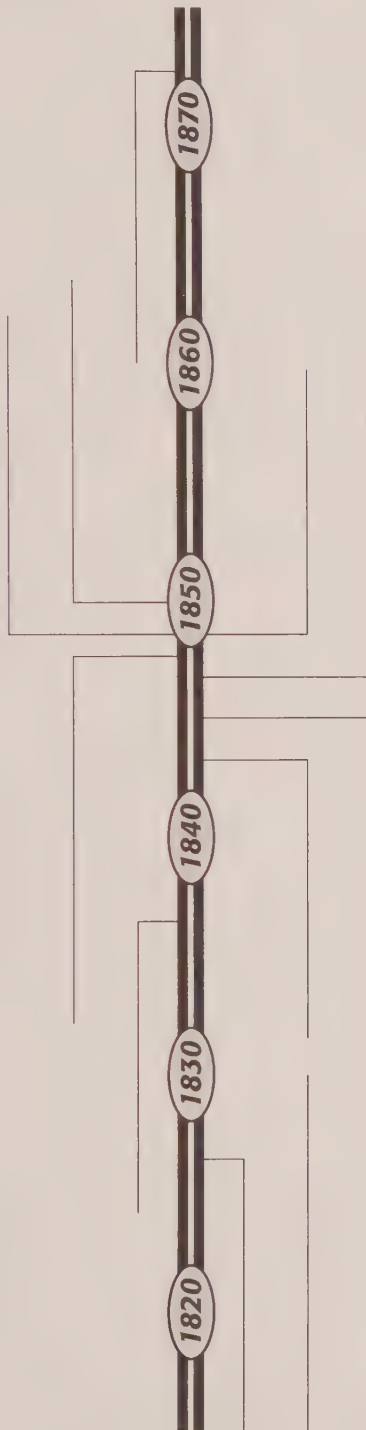


★ **Time Line Activity 13**

## Some Minority Milestones

**DIRECTIONS:** Complete the time line by entering the historic achievements for women and African Americans in the appropriate spaces.

### MILESTONES FOR WOMEN



### MILESTONES FOR AFRICAN AMERICANS

#### MILESTONES FOR WOMEN

- Mary Lyon founds Mount Holyoke Female Seminary in 1837.
- The first United States women's rights assembly meets in 1848 at Seneca Falls.
- In 1849 Elizabeth Blackwell is the first American woman to receive a medical diploma.
- Sofya Kovalevskaya, first woman to be admitted into prestigious Academy of Sciences, is born in Russia in 1850.
- Matilde Bajer founds a feminist library and discussion group in 1871 in Denmark.

#### MILESTONES FOR AFRICAN AMERICANS

- In 1827 Samuel Cornish and John Russworm start the first African American newspaper.
- Sojourner Truth begins her reform mission in 1843.
- Macon B. Allen in 1845 becomes the first African American to be admitted to practice law in the United States.
- Frederick Douglass begins publishing the *North Star* newspaper in 1847.
- Harriet Tubman escapes from her slaveholders in 1849 and begins her work on the Underground Railroad.





# Linking Past and Present Activity 13



## From Hand Tools to Tractors

### THEN

In the early 1800s, an agricultural revolution changed farming forever.

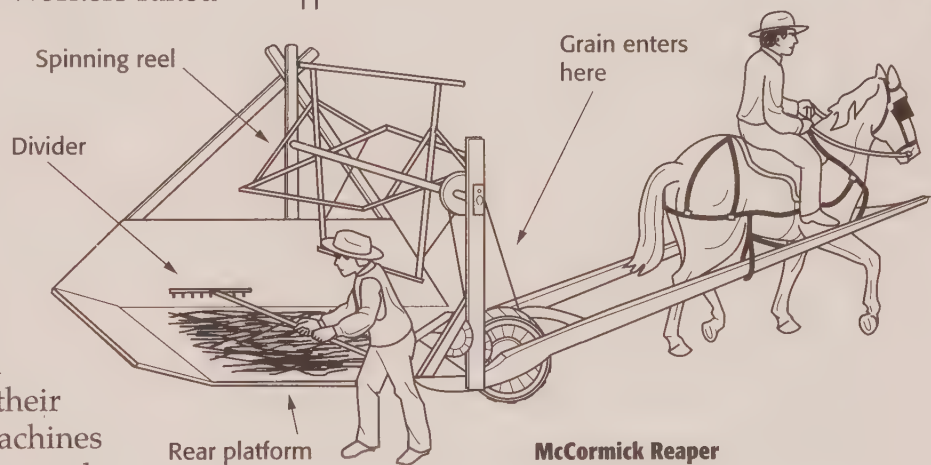
New horse-drawn machines substituted animal power for hand labor. In a matter of hours, farmers completed work that once had taken days.

In 1831 Cyrus McCormick manufactured a reaper, which made harvesting crops much easier and faster. A divider separated and cut standing grain. A spinning reel loaded the grain onto a rear platform. Workers raked this grain onto the ground and bundled it.

The combine harvester performed the operations of both a reaper and a thresher—a machine that separates seeds from plants and removes their hulls. Using these machines farmers cultivated larger plots of land. McCormick's reaper and other farm machines invented in the 1800s helped turn the United States into an agricultural giant.

### NOW

By the 1920s manufacturers had adapted automobile technology for agricultural use. Internal combustion engines now powered farm machines. Crop production increased to levels not believed possible in the mid-1800s. Today's American farms lead the world in crop production. They have earned the Midwest the nickname, "Breadbasket of the World."



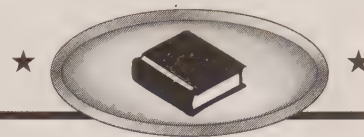
**DIRECTIONS: Recalling Facts** Answer the questions below on a separate sheet of paper.

1. How did the farm machines introduced in the 1830s change farming?
2. What was the function of the divider on the McCormick reaper?
3. **Identifying Alternatives** What do you think life on a late-1800 American farm would have been like if no one had invented the reaper?
4. **Drawing Conclusions** Why do you think the *combine* harvester was given that name?
5. **Making Inferences** Why do manufacturers often describe engines in terms of *horsepower*?





## ★ Primary Source Reading 13



## The Immigrant Experience

**■ Interpreting the Source** German Jews began to immigrate to the United States in 1835. As you read about Isaac Mayer Wise's arrival in New York in 1846, think about what Wise's reaction reveals both about his experience in Germany and about his expectations of America.

Upon my arrival in New York I had much luggage, but little money. A countryman of mine, who had a horse and cart at hand, offered to take my luggage to Essex Street for \$6. The price seemed to me too high. I spoke with an Irishman, who also had a horse and wagon; he asked \$2 for the same service. . . .

I had to make similar arrangements for my fellow-travelers; this incensed a dozen German drivers against me. "Now this confounded Jew has to know English, and take the morsel of bread out of our mouths," cried one of them threateningly, and the chorus joined in. . . . I was exceedingly angry. Aha! thought I, you have left home and kindred in order to get away from the disgusting Judaeophobia [fear of the Jews], and here the first German greeting that sounds in your ears is "Hep! hep!" [Down with the Jews!]. . . . I turned my back on them, but I indulged the right of being angry to my heart's content, for I felt that from now on . . . I was breathing a free atmosphere, and no one could prevent me from being as angry as I pleased. . . .

In 1846, New York was a large village. . . . The first impression that the city made upon me was exceedingly unfavorable. The whole city appeared to me like a large shop where everyone buys or sells, cheats or is cheated. . . . In addition to this, there was the crying, blowing, clamoring, and other noises of the fishmongers, milkmen, ragpickers, newsboys, dealers in popcorn, etc., earsplitting noises which were often drowned in the rumblings of the wagons and the cries of the street gamins [youths who hang out on the streets]. . . . Everything seemed so pitifully small and paltry [trashy]; and I had had so exalted an idea of the land of freedom, that New York seemed to me like a lost station by the sea. . . .

SOURCE: Theodore L. Gross, ed. *The Literature of American Jews*. New York: The Free Press, 1973.

### DOCUMENT-BASED QUESTION

**DIRECTIONS:** Answer the following question on a separate sheet of paper.  
How would you describe Isaac Mayer Wise's first day in New York?



**DIRECTIONS: Creating a Scrapbook** Use the media center to locate early pictures of New York City. Make drawings from the photographs. Use the information in the reading above and other resources to construct a scrapbook like one that Wise might have kept. Write captions for your drawings and share your scrapbook with your classmates.

## Chapter 13 Section Resources

<b>Guided Reading Activity 13-1:</b>	<i>The North's Economy</i>	<b>85</b>
<b>Guided Reading Activity 13-2:</b>	<i>The North's People</i>	<b>86</b>
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<b>Reteaching Activity 13-1:</b>	<i>The North's Economy</i>	<b>89</b>
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**★ Guided Reading Activity 13-1**

**DIRECTIONS: Filling in the Blank** Use your textbook to fill in the blanks using the words in the box. Use another sheet of paper if necessary.

<b>Robert Fulton</b>	<b>machinery</b>	<b>canals</b>	<b>31,000 miles</b>
<b>telegraph</b>	<b>thresher</b>	<b>factories</b>	<b>Samuel Morse</b>
<b>steel-tipped plow</b>	<b>Peter Cooper</b>	<b>dividing</b>	<b>sewing machine</b>
<b>mechanical reaper</b>			

**Technology and Industry**

First, manufacturers made products by **(1)** \_\_\_\_\_. Then manufacturers built **(2)** \_\_\_\_\_ to bring specialized workers together. Finally, factory workers used **(3)** \_\_\_\_\_ to perform some of their work. After Elias Howe invented the **(4)** \_\_\_\_\_ in 1846, operators could produce clothing on a large scale from fabrics made by machine. The invention of the steamboat by **(5)** \_\_\_\_\_ in 1807 meant that goods and passengers could be transported more quickly. In the 1840s **(6)** \_\_\_\_\_ were widened and deepened to accommodate steamboats. In 1830 **(7)** \_\_\_\_\_ built the first American steam locomotive. By 1860 the United States had almost **(8)** \_\_\_\_\_ of railway tracks that helped speed the flow of goods from the East to the Midwest. On May 24, 1844, **(9)** \_\_\_\_\_ successfully demonstrated the use of his **(10)** \_\_\_\_\_ system.

**Agriculture**

The **(11)** \_\_\_\_\_ easily cut through the hard-packed sod of the prairies; the **(12)** \_\_\_\_\_ sped up the harvesting of wheat; and the **(13)** \_\_\_\_\_ quickly separated the grain from the stalk.



**Guided Reading Activity 13-2**

**DIRECTIONS: Outlining** Locate the heading in your textbook. Then use the information under the heading to help you write each answer. Use another sheet of paper if necessary.

**I. Northern Factories**

- A. Working Conditions**—What kind of unpleasant conditions did factory workers labor under? \_\_\_\_\_
- B. Attempts to Organize**
  - 1. What kinds of organizations did skilled factory workers form to improve working conditions? \_\_\_\_\_
  - 2. What did some New York City workers do in the 1830s to get higher wages? \_\_\_\_\_
- C. African American Workers**
  - 1. What two attitudes toward free African Americans remained in the North even after slavery had disappeared? \_\_\_\_\_
  - 2. What were the results of these attitudes? Give at least two examples. \_\_\_\_\_
- D. Women Workers**—How were women workers treated by employers and by male workers? \_\_\_\_\_

**II. The Rise of Cities**

- A. Introduction**
  - 1. Where did new workers usually live? \_\_\_\_\_
  - 2. What dangers did these living conditions present? \_\_\_\_\_
- B. Immigration**
  - 1. Why did more than 1.5 million Irish people migrate to the United States between 1846 and 1860? \_\_\_\_\_
  - 2. Where did the second largest group of immigrants to the United States come from between 1820 and 1860? \_\_\_\_\_
- C. The Impact of Immigration**—What was the religion of almost all the Irish and about half of the German immigrants? \_\_\_\_\_
- D. Immigrants Face Prejudice**
  - 1. Who felt that immigration threatened the future of American-born citizens? \_\_\_\_\_
  - 2. What was the nickname of the political party that called for stricter citizenship laws? \_\_\_\_\_



## Guided Reading Activity 13-3

**DIRECTIONS: Recalling the Facts** Use the information in your textbook to answer the questions. use another sheet of paper if necessary.

1. What states made up the Upper South? \_\_\_\_\_  
\_\_\_\_\_
2. What states made up the Deep South? \_\_\_\_\_  
\_\_\_\_\_
3. What crop replaced tobacco, rice, and indigo as the leading cash crop of the South?  
\_\_\_\_\_
4. What were the drawbacks of growing tobacco and rice in the South?  
\_\_\_\_\_
5. Why was sugarcane an expensive crop to grow? \_\_\_\_\_
6. What caused the huge demand for cotton in the late 1700s?  
\_\_\_\_\_
7. Who invented the cotton gin? \_\_\_\_\_
8. What was the cotton gin? \_\_\_\_\_
9. How did the cotton gin lead to a demand for more enslaved laborers? \_\_\_\_\_  
\_\_\_\_\_
10. How did the agriculture of the Upper South and the Deep South differ by 1860?  
\_\_\_\_\_
11. What are two reasons that there was little industry in the South?  
\_\_\_\_\_
12. Who were two Southerners who felt that factories would revive the economy  
of the Upper South? \_\_\_\_\_
13. Why did Southern cities grow more slowly than cities in the North and the  
Midwest? \_\_\_\_\_
14. By 1860 how much of the nation's rail lines lay within the South? \_\_\_\_\_  
\_\_\_\_\_

# ★ Guided Reading Activity 13-4

**DIRECTIONS:** Filling in the Blanks Use your textbook to fill in the blanks using the words in the box. Use another sheet of paper if necessary.

<b>Underground Railroad</b>	<b>yeomen</b>	<b>tenant farmers</b>	<b>charity</b>
<b>Harriet Tubman</b>	<b>overseer</b>	<b>opportunities</b>	<b>network</b>
<b>profits</b>	<b>slave codes</b>	<b>family life</b>	<b>accountants</b>
<b>domestic slaves</b>	<b>field hands</b>	<b>read or write</b>	

## Small Farms and Plantations

Farmers who did not have enslaved labor, **(1)** \_\_\_\_\_, made up the largest group of whites in the South. Some Southern whites rented land or worked as **(2)** \_\_\_\_\_ on landlords' estates.

## Plantations

The main economic goal for large plantations was to earn **(3)** \_\_\_\_\_. Some wives of plantation owners served as **(4)** \_\_\_\_\_, keeping the plantation's financial records. Enslaved people who worked in the house, cleaning, cooking, and doing laundry were called **(5)** \_\_\_\_\_. Most enslaved people, however, were **(6)** \_\_\_\_\_, supervised by an **(7)** \_\_\_\_\_.

## Life Under Slavery

Enslaved African Americans maintained their **(8)** \_\_\_\_\_ as best they could. To ensure stability, enslaved African Americans created a **(9)** \_\_\_\_\_ of relatives and friends, who made up their extended family. The **(10)** \_\_\_\_\_ aimed to prevent the dreaded slave rebellion. These laws also made it a crime to teach enslaved people to **(11)** \_\_\_\_\_. **(12)** \_\_\_\_\_ and Frederick Douglass were two African American leaders who escaped enslavement. The **(13)** \_\_\_\_\_, a network of "safe houses," offered assistance to runaway slaves.

## City Life and Education

Several large cities in the South provided free African Americans new **(14)** \_\_\_\_\_, though they did not have the same rights as other citizens. Many southern states had **(15)** \_\_\_\_\_ schools for those who could not afford to pay for education.



## ★ Reteaching Activity 13-1

**DIRECTIONS: Recognizing Causes and Effects** After each *Cause*, write the letter of its *Effect* from the Fact Bank.

**1. Cause:** Factory workers use machinery to perform some of their work.

**Effect:** \_\_\_\_\_

**2. Cause:** Elias Howe invents the sewing machine in 1843.

**Effect:** \_\_\_\_\_

**3. Cause:** Robert Fulton invents the steamboat in 1807.

**Effect:** \_\_\_\_\_

**4. Cause:** Clipper ships with sleek hulls and tall sails are built.

**Effect:** \_\_\_\_\_

**5. Cause:** Almost 31,000 miles of railroad tracks are installed in the North and the Midwest, and an east-west canal system is developed.

**Effect:** \_\_\_\_\_

**6. Cause:** Samuel Morse demonstrates the use of the telegraph on May 24, 1844.

**Effect:** \_\_\_\_\_

**7. Cause:** Revolutionary agricultural equipment, such as the steel-tipped plow and the thresher, is invented.

**Effect:** \_\_\_\_\_

**8. Cause:** Cyrus McCormick designs and constructs the mechanical reaper.

**Effect:** \_\_\_\_\_

**9. Cause:** People find it difficult to make a living farming the rocky soil of New England.

**Effect:** \_\_\_\_\_

### ★ FACT BANK

**A.** People can communicate with friends and relatives in distant cities instantly.

**B.** The trip from New York to Great Britain takes about 10 to 14 days.

**C.** Farming methods change and settlers cultivate larger fields.

**D.** Industry flourishes in the North.

**E.** More products can be produced in less time.

**F.** The flow of goods from east to west speeds up and becomes less expensive.

**G.** Operators can produce clothing on a large scale from fabrics made by machine.

**H.** Raising wheat is guaranteed to remain the main economic activity in the Midwestern prairies.

**I.** Cities such as Cincinnati, Buffalo, and Chicago develop.

# ★ Reteaching Activity 13-2

**DIRECTIONS: Organizing Facts** Write the letter of each item in the Fact Bank in the appropriate section of the chart. Some items fit in more than one category.



## The North's People

Factory Working Conditions	Trade Unions	African American Workers
Women Workers	City Life	Immigrants

## ★ FACT BANK

- |   |   |
|---|---|
| <p><b>A.</b> groups of skilled workers who feared the growth of the factory system</p> <p><b>B.</b> overcrowded buildings</p> <p><b>C.</b> suffered discrimination</p> <p><b>D.</b> majority were extremely poor</p> <p><b>E.</b> stifling hot in summer</p> <p><b>F.</b> constant danger of fire</p> <p><b>G.</b> 1.5 million Irish people</p> <p><b>H.</b> petitioned for a 10-hour day in 1845</p> | <p><b>I.</b> staged strikes for higher wages and to limit workday</p> <p><b>J.</b> risk of quick spread of disease</p> <p><b>K.</b> average workdays of 11.4 hours</p> <p><b>L.</b> more than 1 million Germans</p> <p><b>M.</b> were not allowed to vote</p> <p><b>N.</b> freezing cold in winter</p> <p><b>O.</b> paid less than white males</p> <p><b>P.</b> brought their languages, customs, religions, and ways of life</p> |
|---|---|

**DIRECTIONS: Essay** Answer the following questions on a separate sheet of paper.

- How did the factory system change the way Americans worked?
- Discrimination affected many groups of Americans during the first half of the 1800s. Who were these groups and how were they discriminated against?

## ★ Reteaching Activity 13-3

**DIRECTIONS: Comparing and Contrasting** After each statement of fact, write the letter of a fact from the Fact Bank that makes a comparison or contrast.

- 1. Fact:** In 1790 the South seemed to be an underdeveloped agricultural region with little prospect for future growth.

**Comparison or Contrast:** \_\_\_\_\_

- 2. Fact:** In the colonial period, tobacco was the most profitable crop in Virginia; Georgia and South Carolina produced rice and indigo.

**Comparison or Contrast:** \_\_\_\_\_

- 3. Fact:** In the late 1700s, a worker painstakingly separated the cotton plant's sticky seeds from the cotton fibers by hand, processing about one pound of cotton a day.

**Comparison or Contrast:** \_\_\_\_\_

- 4. Fact:** By 1860 the Upper South still produced tobacco, hemp, wheat, and vegetables.

**Comparison or Contrast:** \_\_\_\_\_

- 5. Fact:** In the industrial North, large numbers of people moved to the cities to be near factories and work.

**Comparison or Contrast:** \_\_\_\_\_

- 6. Fact:** In the 1840s and 1850s, the North experienced a railroad boom that connected cities from the Northeast to the Midwest.

**Comparison or Contrast:** \_\_\_\_\_



### ★ FACT BANK

- |  |   |
|--|---|
| <b>A.</b> In the 1800s, with the use of a cotton gin, a worker could clean 50 pounds of cotton a day.    | <b>D.</b> Southern rail lines were short, local, and did not connect all parts of the region in a network.  |
| <b>B.</b> The South remained overwhelmingly rural with only a small percentage of the nation's industry. | <b>E.</b> At the same time, the Deep South was committed to cotton, and in some areas, rice and sugarcane.  |
| <b>C.</b> In the mid-1800s cotton became the South's leading cash crop.                                  | <b>F.</b> By 1850 the stagnant economy of the South had been transformed into a prosperous, robust economy. |

**DIRECTIONS: Essay** Answer the following question on a separate sheet of paper.  
How did the lack of capital become a stumbling block to the growth of industry in the South?



★ **Reteaching Activity 13-4**

**DIRECTIONS: Matching** Match each item in Column A with its corresponding item in Column B. Write the correct letters in the blanks.

**COLUMN A**

- \_\_\_\_\_ 1. yeoman
- \_\_\_\_\_ 2. tenant farmers
- \_\_\_\_\_ 3. rural poor
- \_\_\_\_\_ 4. fixed costs
- \_\_\_\_\_ 5. cotton exchange
- \_\_\_\_\_ 6. plantation wives
- \_\_\_\_\_ 7. domestic slaves
- \_\_\_\_\_ 8. field hands
- \_\_\_\_\_ 9. overseer
- \_\_\_\_\_ 10. slave cabin
- \_\_\_\_\_ 11. spiritual
- \_\_\_\_\_ 12. slave codes
- \_\_\_\_\_ 13. Nat Turner
- \_\_\_\_\_ 14. Harriet Tubman
- \_\_\_\_\_ 15. Underground Railroad

**COLUMN B**

- A.** regular expenses such as housing and feeding workers and maintaining equipment
- B.** enslaved workers who planted, cultivated, and picked cotton and other crops
- C.** worked on landlords' estates
- D.** one-room log hut with dirt floor
- E.** watched over enslaved workers and tended to them when they were ill
- F.** Southern laws that controlled enslaved people
- G.** farmers who did not have enslaved labor
- H.** African American leader who fled to the North to escape slavery
- I.** African American religious folk song
- J.** led a violent rampage in Southampton County, Virginia, in 1831
- K.** self-sufficient Southerners who lived in crude cabins in wooded areas
- L.** plantation manager
- M.** a network of safe houses that assisted runaway enslaved people
- N.** trade centers where planters sold their cotton to agents
- O.** enslaved people who worked in the plantation houses



**DIRECTIONS: Essay** Answer the following questions on a separate sheet of paper.

How did enslaved people resist slavery? How did resistance help enslaved people?

## ★ Enrichment Activity 13-1



### Communicating in Code

AMERICAN MORSE	
A	• • • —
B	— • • •
C	— • — •
D	— • • •
E	• • • •
F	• • — •
G	— • — •
H	• • • •
I	• • • •
J	• — • • •
K	— • — •
L	— • • •
M	— — • •
N	— • • •
O	— — • •
P	• — • •
Q	• — — •
R	• • — •
S	• • • •
T	— • • •
U	• • — •
V	• • • •
W	• — • •
X	• — — •
Y	• — • •
Z	• — — •

Samuel F.B. Morse and Alfred Vail developed a code to make it easy to communicate on the telegraph. Morse code uses a combination of dots and dashes to represent letters, numbers, and punctuation.

The message STAND BY looks like this in American Morse code:

• • • —    • —    • — •    — •    — • •    • • •    • • •

S    T    A    N    D    B    Y

The first message, WHAT HATH GOD WROUGHT looks like this in American Morse code:

• — • —    • • • •    • —    —    • • • •    • —    —    • • • •    • • • •    • —    —    • • • •    • • • •

W    H    A    T    H    A    T    H

— • — •    • •    • • • •

G    O    D

• — • —    • • •    • •    • • • —    — • — •    • • • •    —

W    R    O    U    G    H    T

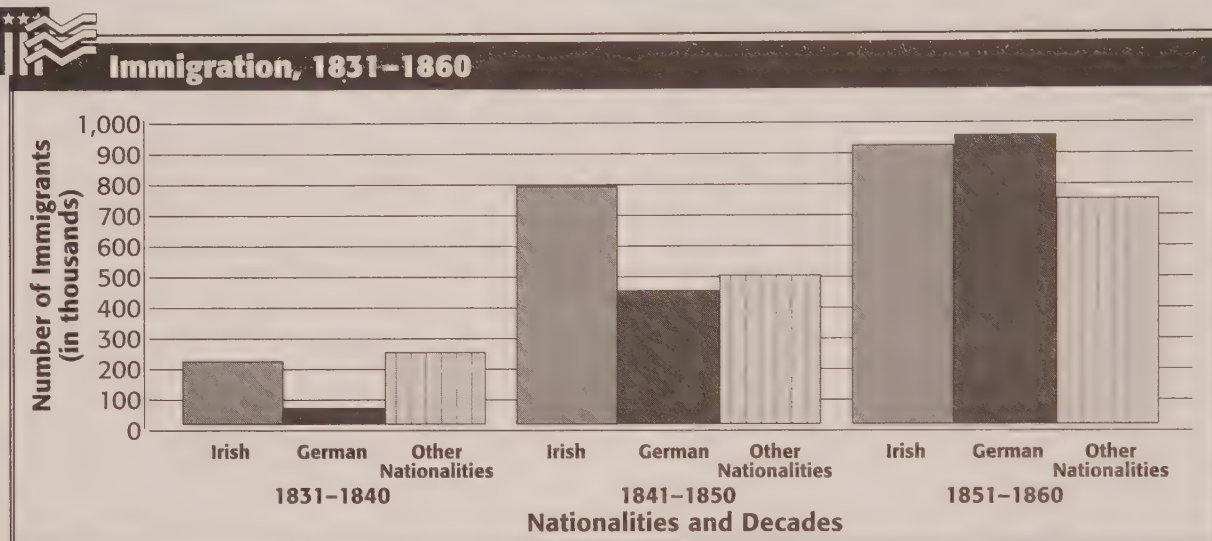
### Activity

**DIRECTIONS:** Applying Information Study the American Morse code. Then put the following in American Morse code.

- The first message sent by telegraph \_\_\_\_\_
- Your name and address \_\_\_\_\_
- An SOS or distress call from a ship at sea \_\_\_\_\_
- A dialogue between two people \_\_\_\_\_
- A message to a friend \_\_\_\_\_

★ **Enrichment Activity 13-2****Immigration**

In the decades before 1820, about 60,000 immigrants had been arriving each year to the United States. Between 1820 and 1830, a total of about 152,000 immigrants arrived. Study the graph of immigration from 1831 to 1860.



**DIRECTIONS: Interpreting a Graph** Answer the following questions.

- About how many Irish immigrants arrived between 1841 and 1850? \_\_\_\_\_
- In which decade did German immigration exceed Irish immigration? \_\_\_\_\_
- Approximately what was the total number of immigrants who arrived between 1841 and 1850? \_\_\_\_\_
- In which decade was the total immigration about eight times that of the yearly average in the decades before 1820? \_\_\_\_\_
- About how many more people of Irish descent arrived in 1851 to 1860 than people of all other nationalities? \_\_\_\_\_
- Describe the trends in immigration during this time period as shown by the graph.  
\_\_\_\_\_  
\_\_\_\_\_

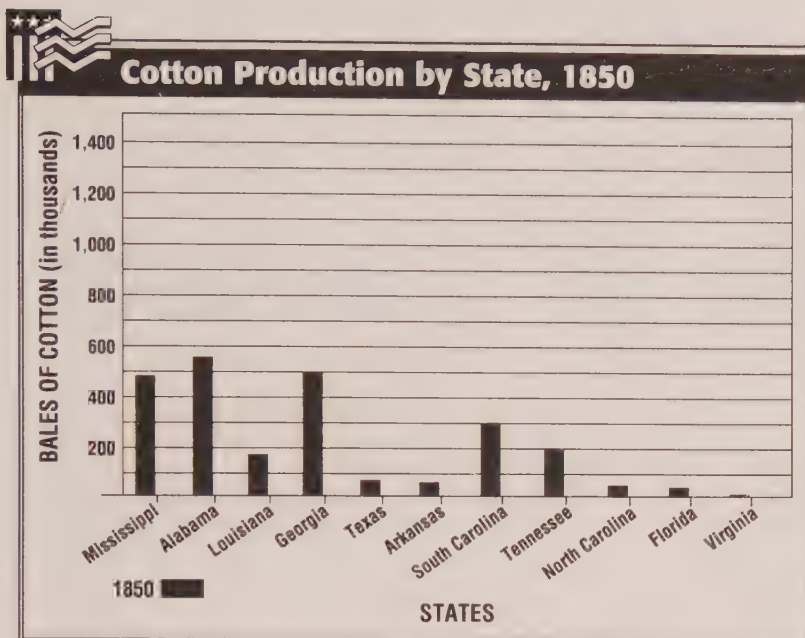
**Activity**

**DIRECTIONS: Making a Graph** Use the media center to learn more about immigrants. How many immigrants came to the United States in recent years? Where did they come from? Prepare a graph to illustrate modern immigration to the United States.



★ **Enrichment Activity 13-3****The Decade That Cotton Became King**

The graph below shows cotton production for 1850 in states of the cotton belt.

**Bales of Cotton Produced, 1860**

Mississippi .....	1,202,507
Alabama .....	989,955
Louisiana .....	777,738
Georgia .....	701,840
Texas .....	431,463
Arkansas .....	367,393
South Carolina .....	353,412
Tennessee .....	296,464
North Carolina ....	1,455,514
Florida .....	65,153
Virginia .....	12,727

**DIRECTIONS: Comparing Data** The chart on the right shows cotton production for states in 1860. Add the bars for 1860 to the graph above for each state. Be sure to add the new data to the map key. Compare the 1850 and 1860 data. Then answer the questions on a separate sheet of paper.

1. About how many times more cotton was produced in Virginia in 1860 than in 1850?
2. By about how much did cotton production in Mississippi increase between 1850 and 1860?
3. Did North Carolina or South Carolina show the smaller increase in production between 1850 and 1860?
4. Which states produced the most cotton in 1850 and in 1860?
5. How did cotton production in South Carolina in 1860 compare with cotton production in Georgia that year?

**Activity**

**DIRECTIONS: Writing a Report** Study each state's pattern of growth in cotton production from 1850 to 1860. Then make a prediction on the basis of what you see. Explain your reasoning in a report that recommends either investing or not investing in cotton. If possible include a graph to explain your predictions. What historic event will affect your report?

# ★ Enrichment Activity 13-4



## New Orleans, City of Music

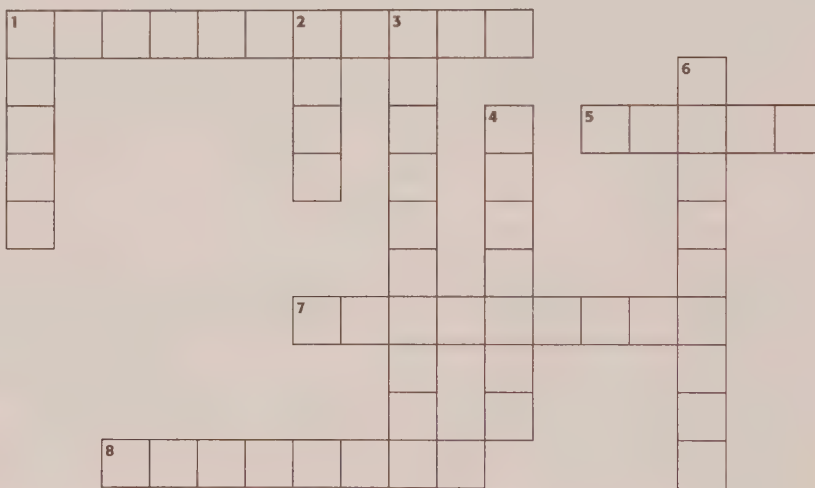
In New Orleans African Americans have a long history of contributions to American music. Free African Americans established an opera company in New Orleans before the Emancipation Proclamation. They created moving spirituals in their churches and later developed jazz, a musical form that is often called the only truly original American music.

**DIRECTIONS:** Use the words in the Word Bank to complete the musical crossword puzzle. You may use your dictionary if you wish.

<b>spiritual</b>	<b>aria</b>	<b>libretto</b>	<b>score</b>	<b>improvisation</b>
<b>syncopation</b>	<b>New Orleans</b>	<b>ragtime</b>	<b>Dixieland</b>	<b>swing</b>

**Across:**

1. jazz term describing a shift of an accent to a normally unaccented beat
5. music with happy, relaxed jazz beat
7. moving religious song
8. the text of an opera
9. home of early African American opera company and "the cradle of jazz"



**Down:**

1. written or printed music for an opera
2. in opera, an emotional vocal solo
3. spontaneously created
4. kind of music created by Scott Joplin
6. the first kind of jazz band to make records

### Activity

**DIRECTIONS: Creating a Crossword Puzzle** What musical forms are popular today? Do these forms have a special vocabulary? With a partner brainstorm to find terms used in today's musical forms. Then create your own crossword puzzle and exchange it with another partnership and work the puzzles.

## Chapter 14 Resources

<b>Vocabulary Activity 14:</b> <i>The Age of Reform</i>	<b>98</b>
<b>Chapter Skills Activity 14:</b> <i>Evaluating a Web Site</i>	<b>99</b>
<b>Critical Thinking Skills Activity 14:</b> <i>Identifying Central Issues</i>	<b>101</b>
<b>Geography and History Activity 14:</b> <i>The Age of Reform</i>	<b>103</b>
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**Vocabulary Activity 14**

**DIRECTIONS: Matching** Select the term that matches each definition below. Write the correct term in the space provided.

**suffrage****Transcendentalist****utopia****temperance****revival****Underground Railroad****feminist****abolitionist****normal school****coeducation**

1. A person who works for women's rights \_\_\_\_\_
2. The network of escape routes for enslaved African Americans fleeing the South \_\_\_\_\_
3. A community based on a vision of a perfect society \_\_\_\_\_
4. A religious camp meeting \_\_\_\_\_
5. A person who stresses the relationship between humans and nature as well as the importance of the individual conscience \_\_\_\_\_
6. A school for training high-school graduates as teachers \_\_\_\_\_
7. Drinking little or no alcohol \_\_\_\_\_
8. The right to vote \_\_\_\_\_
9. The teaching of boys and girls together \_\_\_\_\_
10. A reformer who worked to end slavery \_\_\_\_\_





## Chapter Skills Activity 14

### Evaluating a Web Site

The Internet allows you to explore a variety of materials ranging from historical United States documents to current headlines in Japanese newspapers. With so many sites available, it is important to be able to evaluate their content.

A good place to begin your evaluation is by reading the list of “hits” received after doing a search. The titles, descriptions, and hyperlinked addresses on this list will help you choose the best site to find what you want.

#### Top 5 Web Sites of 26,200 found for **polio vaccine**

75 million get polio vaccine in India [detnews.com/menu/stories](http://detnews.com/menu/stories)

Next Story Return to the section index Return to The Detroit News Home Page December 10, 1995 75 million get polio vaccine in India...

FM and polio vaccine [dem0nmac.mgh.harvard.edu](http://dem0nmac.mgh.harvard.edu)

This Web Forum is not moderated in any sense. Anyone on the Internet can post articles or reply to previously posted articles, and they may do so anonymously.

Polio.Net Polio Information & Polio Related Links [www.polio.net](http://www.polio.net)

Polio.Net offers free information about polio, post polio syndrome, disability support groups, polio newsgroups, mailing lists & organizations.

Charlene G. Polio [www.msu.edu/~polio/](http://www.msu.edu/~polio/)

CHARLENE POLIO I am an associate professor in the English Department at Michigan State University and Director of the MA TESOL program.

Dr. Jonas Salk The Hall of Science and Exploration [www.achievement.org](http://www.achievement.org)

Profile of the man who discovered a vaccine for polio in 1955. Contains photos of Salk and his family, and discusses his scientific work. Includes a 1931 interview with Salk, complete with movie and audio clips.225

**DIRECTIONS:** Study the list above that shows the results of a search for the key words *polio vaccine*. Answer the questions on a separate sheet of paper.

1. Which Web site will most likely provide information about the scientist who developed the polio vaccine?
2. What is the title of the link that will take you to a newspaper's Web site?
3. Where would you most likely find no factual content and only the opinions of anyone who posts to that site?
4. Which site does not contain any information about the polio vaccine?
5. Which site definitely does not have current information? How do you know?

#### CRITICAL THINKING

6. **Drawing Conclusions** The suffix “edu” is found in two of the Web site addresses. What do these letters stand for?

### Activity

**DIRECTIONS:** Access the Internet and perform your own search about the polio vaccine. Pick two Web sites that you believe will have the most accurate information. Write a paragraph comparing the two sites. Evaluate them based on the amount of facts provided, what sources are used to provide those facts, and how easy it is to navigate, or move around, to find information.





**Critical Thinking Skills Activity 14****Identifying Central Issues**

**SOCIAL STUDIES OBJECTIVE:** Analyze information by identifying the main idea

**LEARNING THE SKILL**

Identifying the main idea helps you understand historical concepts and why historical events unfold. To identify the main idea in a reading, identify the purpose of the passage and look for ways important details relate to each other.

From the "Declaration of Sentiments," adopted in 1848 at the first American women's rights convention, in Seneca Falls, New York.

... The history of mankind is a history of repeated injuries ... on the part of man toward women ...

He has never permitted her to exercise her ... right to the elective franchise [to vote].

He has compelled her to submit to laws, in the formation of which she had no voice ...

In ... marriage, she is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master ...

He has so framed laws of divorce ... all cases, going upon the false supposition of the supremacy of man, and giving all power into his hands ...

He has monopolized nearly all the profitable employments and from those she is permitted to follow, she receives but scanty remuneration [little pay] ...

He has denied her the facilities for obtaining a thorough education, all colleges being closed against her ...

He has endeavored ... to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent ... life.

Now ... because women do feel themselves ... oppressed, and ... deprived of their most sacred rights, we insist that they have immediate admission to all rights and privileges which belong to them as citizens of the United States.

... We anticipate no small amount of ... ridicule; but we shall ... employ agents, circulate tracts, petition the State and National legislatures, and endeavor to enlist the pulpit and the press in our behalf ...

SOURCE: Elizabeth Cady Stanton, *The Declaration of Sentiments*, Seneca Falls Women's Rights Convention, July 19–20, 1848.

**APPLYING THE SKILL**

**DIRECTIONS:** Use the passage to answer the following questions.

1. What is the main idea of this passage from the Declaration of Sentiments?

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2. According to the passage, what is the woman's place in a marriage in 1848?

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3. What is the woman's place in the workplace in 1848?

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## Critical Thinking Skills Activity 14

## Identifying Central Issues

4. What does the author of this passage hope to accomplish for women?

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5. Does the writer expect women to achieve their goals easily? Use information from the passage to support your answer.

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### PRACTICING THE SKILL

**DIRECTIONS:** In the blank at left, write the letter of the choice that best answers the question.

- \_\_\_\_\_ 1. To whom do the women of the United States have to appeal to get the rights they want?
- A. other American women      C. the men of the United States  
B. all women voters      D. both men and women who are married
- \_\_\_\_\_ 2. What would be the reason for publishing a document such as the Declaration of Sentiments?
- A. to show that women could write such a document  
B. to sue the men of the United States in court  
C. to bring public attention to the problem of women's rights  
D. to encourage women to form an independent nation
- \_\_\_\_\_ 3. Which of the following words best describes the main sentiment of the woman who wrote this passage?
- A. pleased, but hoping for improvements  
B. unhappy, but hopeful about the future  
C. unhappy, but pessimistic about the future  
D. It is impossible to know her sentiments from reading this passage.
- \_\_\_\_\_ 4. Which of the following rights did women lack when this passage was written?
- A. the right to marry      C. the right to vote  
B. the right to freely assemble      D. the right to work
- \_\_\_\_\_ 5. Why did the author of the document hope to enlist the help of the press for her cause?
- A. All newspapers were run by women.  
B. The press could help win public support.  
C. The press could grant rights to women.  
D. There was nowhere else to turn for support.

# ★ GEOGRAPHY AND HISTORY ACTIVITY 14



## The Reform Movement, 1820–1860



**DIRECTIONS:** Write your answers to questions 1–5 on the map. You may abbreviate if you wish.

1. Outline in red the state that was first to pass a law banning the manufacture and sale of alcoholic beverages. Write the name of the movement that urged the passage of such a law on this state.
2. Color the state blue that was first to reform American education. On this state write the name of the man who led this reform.
3. Find the place where the first women's rights convention met in 1848. Write the name of the place next to the dot on the map. Also write the names of two of the women who organized the convention.
4. Oberlin College was among the first to admit two groups of people who had often been denied college educations. Write the two groups the college admitted in the correct state.
5. Use green to color the Southern state where a society was founded to resettle African Americans in a new African country. Write the name of that society in the state.



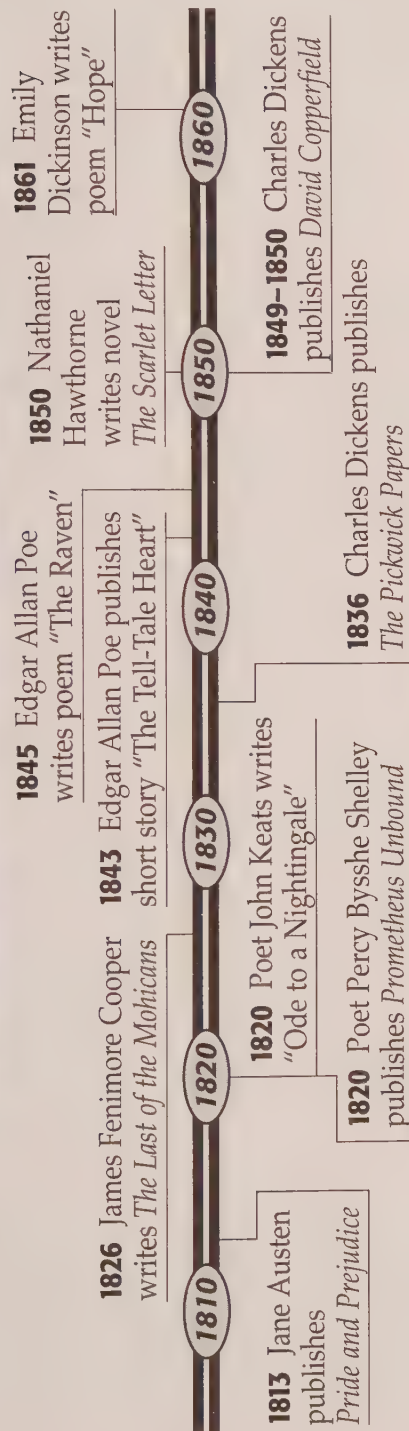


## ★ Time Line Activity 14

### British and American Literary Events

**DIRECTIONS:** Use the time line information to answer the questions about American (1825–1865) and British (1810–1850) literary figures.

#### AMERICAN WRITERS AND POETS (1825–1865)



#### BRITISH WRITERS AND POETS (1810–1850)

#### Background

Early American writers were greatly influenced by European writers. Beginning in 1820 American writers began developing their own personal styles, exploring American themes of the frontier and of society.

1. What book did Jane Austen publish in 1813? \_\_\_\_\_
2. When did Charles Dickens publish *David Copperfield*? \_\_\_\_\_
3. What American author wrote *The Scarlet Letter* around the same time? \_\_\_\_\_
4. What British poet wrote "Ode to a Nightingale" in 1820? \_\_\_\_\_
5. What American writer was known for his poetry and short stories? \_\_\_\_\_
6. What American poet wrote "Hope" in 1861? \_\_\_\_\_
7. In what year did James Fenimore Cooper write the novel *The Last of the Mohicans*? \_\_\_\_\_





# Linking Past and Present Activity 14



## Public Education

### THEN

As of 1830 no state had a system of universal public education. During the colonial period, some New England towns established free schools supported by churches or private individuals, but they were overcrowded and lacked well-trained teachers. Well-to-do parents often hired tutors to teach their children. The poor usually did not educate their children at all.

By the mid-1800s many of the nation's leaders demanded free public schools supported by taxes. An active leader in the movement was Horace Mann. In 1837 he reorganized the Massachusetts school system, lengthened the academic year to six months, increased teachers' salaries, enriched the curriculum, and founded the first teacher-training college in the United States.

Other states followed Massachusetts's lead. They prepared better textbooks and introduced new subjects, such as geography and history. By the 1850s all states accepted the principle of tax-supported elementary schools. At the beginning of the Civil War, the United States had the highest literacy rate of any nation in the world.

### NOW

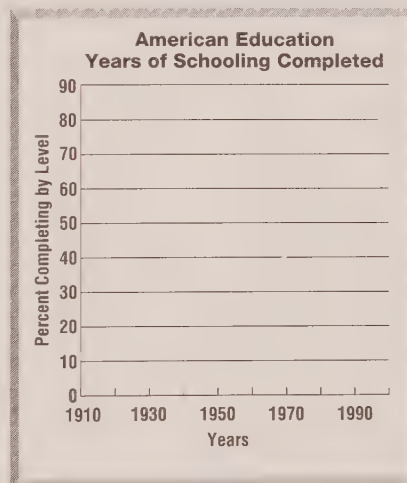
An important development in education since the 1850s is the effort to guarantee equal educational opportunities to all children. In the mid-1800s, the first public high schools were for males only. Today's public schools are open to both boys and girls, and children of all races and ethnic backgrounds.

As public education became more available, the percentage of students completing high school and college increased steadily. In 1910 approximately 15 percent of adults over the age of 25 had completed four years of high school. In 1930 that number had risen to 20 percent and climbed to 33 percent by 1950. By 1970 approximately

56 percent of adults had completed high school, and in 1990, 77 percent had diplomas. In 2000, 84 percent of adults had completed high school.

The percentage of college graduates has increased as well, but at a slower pace. From 1910 to 1960, the percentage grew from 5 percent to 10 percent. In 1990 the percentage of college graduates had grown

another 11 percent, and by 2000 it stood at 26 percent.

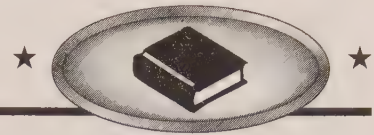


### Activity

**DIRECTIONS:** Completing a Graph Using the data provided in the text, complete the graph. Plot the points on the graph, and draw the resulting growth lines. What would account for the increase in the number of college graduates following 1970?



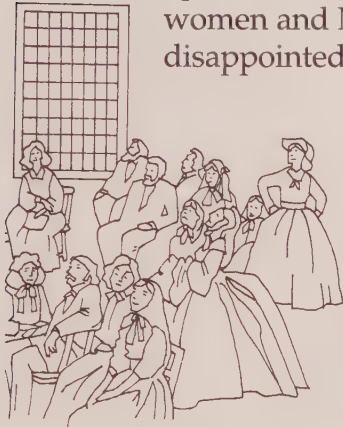
## ★ Primary Source Reading 14



## Women's Rights

**Interpreting the Source** Lucy Stone often spoke publicly for women's rights. Moved by a speech at a convention in Cincinnati, Ohio, in 1855, Stone responded with an unprepared speech. As you read, try to figure out what moved Stone to make this speech and what her main ideas were.

From the first years to which my memory stretches, I have been a disappointed woman. When, with my brothers, I reached forth after the sources of knowledge, I was reprov'd with "It isn't fit for you; it doesn't belong to women." Then there was but one college in the world where women were admitted, and that was in Brazil. I would have found my way there, but by the time I was prepared to go, one was opened in the young State of Ohio—the first in the United States where women and Negroes could enjoy opportunities with white men. I was disappointed when I came to seek a profession . . . —every employment was closed to me, except those of the teacher, the seamstress, and the housekeeper. In education, in marriage, in religion, in everything, disappointment is the lot of woman. It shall be the business of my life to deepen this disappointment in every woman's heart until she bows down to it no longer. . . .



The question of Woman's Rights is a practical one. . . . Others have supposed it a question of comparative intellect; others still, of sphere. Too much has already been said and written about woman's sphere. . . . Wendell Phillips says, "The best and greatest thing one is capable of doing, that is his sphere." . . . Leave

women, then, to find their sphere. And do not tell us before we are born even, that our province is to cook dinners, darn stockings, and sew on buttons. We are told woman has all the rights she wants; and even women, I am ashamed to say, tell us so. They mistake the politeness of men for rights—seats while men stand in this hall to-night, and their adulations; but these are mere courtesies. We want rights. The flour-merchant, the house-builder, and the postman charge us no less on account of our sex; but when we endeavor to earn money to pay all these, then, indeed, we find the difference. . . . [T]he same society that drives forth the young man, keeps woman at home—a dependent . . . but if she goes heartily and bravely to give herself to some worthy purpose, she is out of her sphere. . . .

SOURCE: Aileen S. Kraditor, ed. *Up from the Pedestal: Selected Writings in the History of American Feminism*. New York: Quadrangle, New York Times Book Company, 1968.

### DOCUMENT-BASED QUESTIONS

**DIRECTIONS:** Answer the following questions on a separate sheet of paper.  
How do you think Lucy Stone spent the rest of her life?



**DIRECTIONS: Making a Bumper Sticker** With a partner brainstorm ways that women still have not attained equal rights. Create a bumper sticker with a catchy slogan about this inequality.



## Chapter 14 Section Resources

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**Guided Reading Activity 14-1**

**DIRECTIONS: Outlining** Locate the heading in your textbook. Then use the information under the heading to help you write each answer. Use another sheet of paper if necessary.

**I. The Reforming Spirit**

**A. Introduction**—What city did Robert Owen establish? \_\_\_\_\_

**B. The Religious Influence**

1. Name the wave of religious fervor in the early 1800s. \_\_\_\_\_

2. What did people do at revivals? \_\_\_\_\_

**C. War Against Alcohol**

1. What is temperance? \_\_\_\_\_

2. How did the temperance movement gain a victory in 1851? \_\_\_\_\_

**II. Reforming Education**

**A. Introduction**

1. In the early 1800s, which region provided free elementary education?  
\_\_\_\_\_

2. Who was the leader of educational reform? \_\_\_\_\_

3. When was the first state-funded normal school founded? \_\_\_\_\_

**B. Education for Some**—Why did many parents keep their daughters out of school? \_\_\_\_\_

**C. Higher Education**

1. What group founded most colleges between 1820 and 1850? \_\_\_\_\_

2. Which college admitted both women and African Americans? \_\_\_\_\_

**D. People With Special Needs**

1. Who developed a method for educating the hearing impaired? \_\_\_\_\_

2. Who invented a way for visually impaired people to read? \_\_\_\_\_

**III. Cultural Trends**

**A.** What group stressed the relationship between humans and nature along with the individual conscience? \_\_\_\_\_

**B.** Name two American writers of the early 1800s. \_\_\_\_\_

**C.** Name two American poets of the early 1800s. \_\_\_\_\_

**D.** Name the most successful book and its author in the mid-1800s. \_\_\_\_\_

**★ Guided Reading Activity 14-2**

**DIRECTIONS: Recalling the Facts** Use the information in your textbook to answer the questions. Use another sheet of paper if necessary.

1. What compromise regarding slavery was reached by the delegates at the 1787 Constitutional Convention? \_\_\_\_\_
2. Who founded a newspaper in 1815 to spread the abolitionist message? \_\_\_\_\_
3. What was the aim of the American Colonization Society? \_\_\_\_\_
4. Where did many African Americans settle between 1822 and 1865? \_\_\_\_\_
5. Why did William Lloyd Garrison leave Massachusetts in 1829? \_\_\_\_\_
6. When did Garrison found his own newspaper? \_\_\_\_\_
7. What was the name of Garrison's newspaper? \_\_\_\_\_
8. What reform did Garrison call for? \_\_\_\_\_
9. Who were Sarah and Angelina Grimké? \_\_\_\_\_
10. How did the Grimké sisters receive their family inheritance and what did they do with it? \_\_\_\_\_
11. When did free African Americans hold their first convention? \_\_\_\_\_
12. What African American abolitionist edited an antislavery newspaper called the *North Star*? \_\_\_\_\_
13. What escaped enslaved African American worked for abolition and women's rights after changing her name from Isabella Baumfree? \_\_\_\_\_
14. What was the Underground Railroad? \_\_\_\_\_
15. Who was the most famous conductor of the Underground Railroad? \_\_\_\_\_
16. Why did Southerners believe abolition threatened their way of life? \_\_\_\_\_
17. What economic concerns fed the fear of abolition in the North? \_\_\_\_\_
18. How did Southerners fight abolition? \_\_\_\_\_



# ★ Guided Reading Activity 14-3

**DIRECTIONS: Filling in the Blanks** Use your textbook to fill in the blanks using the words in the box. Use another sheet of paper if necessary.

**Daughters of Temperance**

**Elizabeth Cady Stanton**

**Susan B. Anthony**

**Elizabeth Blackwell**

**coeducation**

**equal**

**Wyoming**

**Seneca Falls**

**Quaker**

**Emma Willard**

**1920**

**marriage**

**woman suffrage**

**equal rights**

**opportunity**

**discriminated**

**declaration**

**feminists**

## Women and Reform

Women abolitionists, the first (1) \_\_\_\_\_, sought to improve women's lives and win (2) \_\_\_\_\_. Like many of the women reformers, Lucretia Mott was a (3) \_\_\_\_\_. (4) \_\_\_\_\_ became the first woman to receive a medical degree in the United States or Europe. In July 1848 (5) \_\_\_\_\_, Lucretia Mott, and other women organized the first women's rights convention in (6) \_\_\_\_\_, New York. The convention issued a (7) \_\_\_\_\_ modeled on the American Declaration of Independence. The document declared that men and women are created (8) \_\_\_\_\_, listed women's grievances, and called for an end to laws that (9) \_\_\_\_\_ against women. The convention's most controversial issue was (10) \_\_\_\_\_. (11) \_\_\_\_\_ called for equal pay for women, college training for women, and (12) \_\_\_\_\_. She also organized a ban on alcohol called the (13) \_\_\_\_\_. In 1890 (14) \_\_\_\_\_ granted women the right to vote. By (15) \_\_\_\_\_ women could vote in all states.

## Progress by American Women

Pioneers in women's education began to call for more (16) \_\_\_\_\_. (17) \_\_\_\_\_ and Mary Lyon started female seminaries in the 1800s. During the 1800s women made some gains in the area of (18) \_\_\_\_\_ and property laws.



## ★ Reteaching Activity 14-1

**DIRECTIONS: Organizing Facts** Complete the chart by writing the letters of the words from the Fact Bank in the correct boxes.



### Social Reform and Cultural Trends in the Mid-1800s

Reforming Spirit	Reforming Education	Cultural Trends

### ★ FACT BANK

- |  |  |
|--|--|
| <b>A.</b> religious groups establish colleges in Massachusetts and Connecticut | <b>H.</b> Oberlin College admits women and African Americans |
| <b>B.</b> American Society for the Promotion of Temperance                     | <b>I.</b> revivals led by Charles Finney                     |
| <b>C.</b> normal school  | <b>J.</b> Emily Dickinson                                    |
| <b>D.</b> Thomas Gallaudet   | <b>K.</b> Horace Mann  |
| <b>E.</b> Second Great Awakening   | <b>L.</b> Ralph Waldo Emerson                                |
| <b>F.</b> <i>Uncle Tom's Cabin</i>   | <b>M.</b> characterized by utopian communities               |
| <b>G.</b> civil disobedience   |  |

**DIRECTIONS: Essay** Answer the following questions on a separate sheet of paper.

- How did education change during the first half of the 1800s?
- How did art and literature change during the same time period?



## ★ Reteaching Activity 14-2

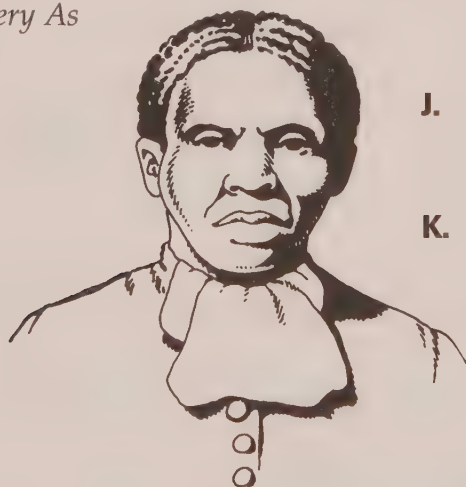
**DIRECTIONS: Matching** Match each item in Column A with its corresponding item in Column B. Write the correct letters in the blanks.

## COLUMN A

- \_\_\_\_\_ 1. Benjamin Lundy
- \_\_\_\_\_ 2. William Lloyd Garrison
- \_\_\_\_\_ 3. David Walker
- \_\_\_\_\_ 4. Frederick Douglass
- \_\_\_\_\_ 5. Sojourner Truth
- \_\_\_\_\_ 6. Harriet Tubman
- \_\_\_\_\_ 7. Elijah Lovejoy
- \_\_\_\_\_ 8. American Colonization Society
- \_\_\_\_\_ 9. *Freedom's Journal*
- \_\_\_\_\_ 10. the Underground Railroad
- \_\_\_\_\_ 11. *American Slavery As It Is*

## COLUMN B

- A. the United States's first African American newspaper
- B. abolitionist newspaper editor who was killed by angry proslavery whites
- C. bought enslaved people then sent them abroad to start new lives
- D. guided hundreds of enslaved African Americans to freedom
- E. edited an antislavery newspaper, the *North Star*
- F. founded a newspaper in 1815 to spread the abolitionist message
- G. founded *The Liberator* in 1831
- H. escape network for enslaved people
- I. former enslaved African American from Ulster County, New York, who worked for abolition and the women's movement
- J. African American writer who challenged African Americans to rebel and overthrow slavery by force
- K. collection of firsthand accounts of life under slavery



**DIRECTIONS: Essay** Answer the following questions on a separate sheet of paper.

- 12. What methods did many enslaved African Americans use to find their way north?
- 13. How did Southerners defend slavery?

**Reteaching Activity 14-3**

**DIRECTIONS: Organizing Facts** The items in the Fact Bank list the achievements, beliefs, and characteristics of women who played major roles in the women's movement during the 1800s. Write the appropriate letters on the line next to each name. Some letters will be used more than once.

Lucretia Mott \_\_\_\_\_ Emma Willard \_\_\_\_\_  
 Elizabeth Cady Stanton \_\_\_\_\_ Mary Lyon \_\_\_\_\_  
 Angelina and Sarah Grimké \_\_\_\_\_ Elizabeth Blackwell \_\_\_\_\_  
 Sojourner Truth \_\_\_\_\_ Harriet Tubman \_\_\_\_\_  
 Susan B. Anthony \_\_\_\_\_ Dorothea Dix \_\_\_\_\_

**★ FACT BANK**

- |   |  |
|---|--|
| <b>A.</b> New York Infirmary for Women and Children                                 | <b>I.</b> reform of property and marriage laws     |
| <b>B.</b> suffrage for women  | <b>J.</b> Seneca Falls Convention                  |
| <b>C.</b> Mount Holyoke Female Seminary   | <b>K.</b> Daughters of Temperance                  |
| <b>D.</b> abolitionist  | <b>L.</b> Philadelphia Female Anti-Slavery Society |
| <b>E.</b> "conductor" of the Underground Railroad                                   | <b>M.</b> improvements in women's education        |
| <b>F.</b> graduated from Geneva College at the head of her class                    | <b>N.</b> Troy Female Seminary                     |
| <b>G.</b> Quaker  | <b>O.</b> spoke out publicly against slavery       |
| <b>H.</b> spoke out about poor living conditions for mentally ill and for prisoners |  |

**DIRECTIONS: Essay** Answer the following questions on a separate sheet of paper.

1. What were the differences in educational and employment opportunities for women in the early 1800s?
2. What arguments did men give against equal educational opportunities for women?

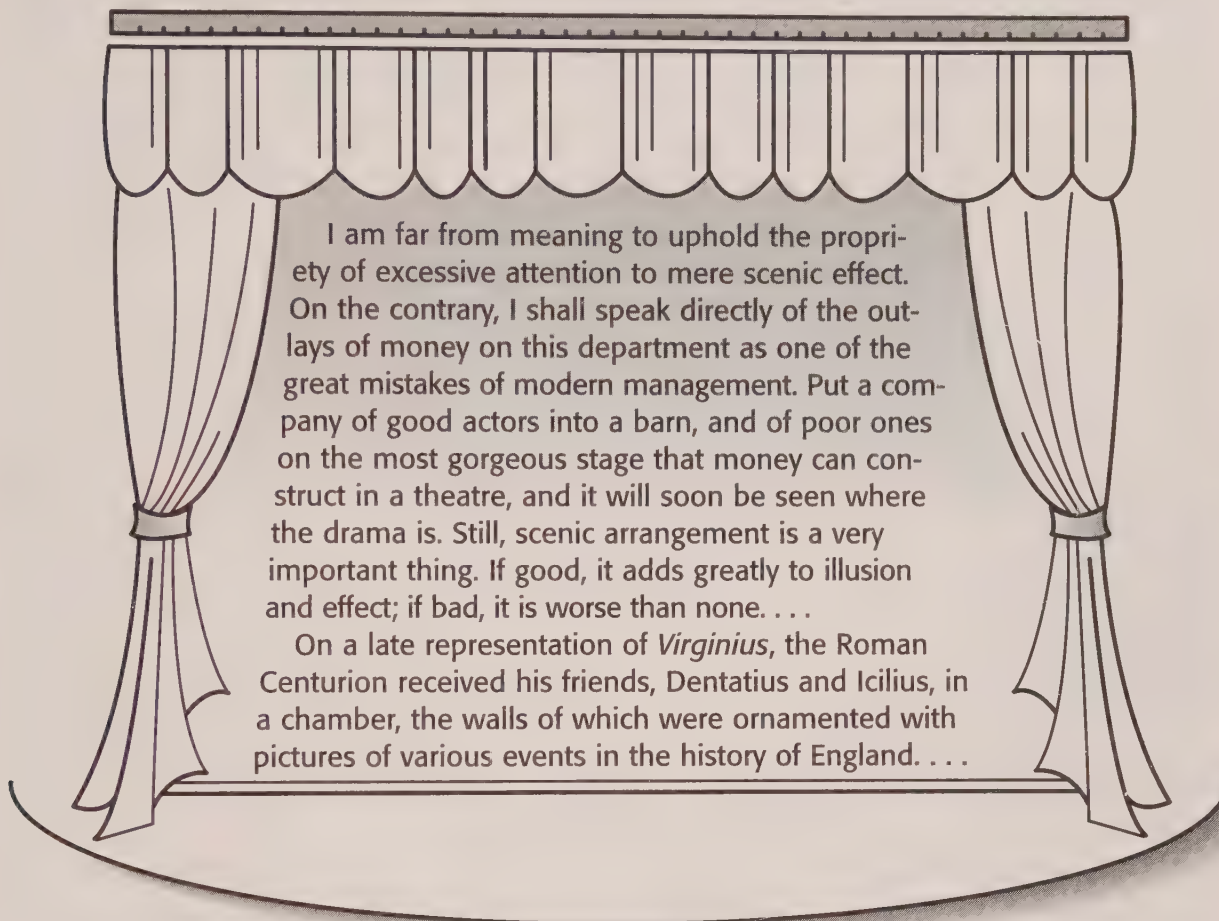




## ★ Enrichment Activity 14-1

**Reforms in American Theater**

In the 1850s theater critics had many suggestions on reforming theater in New York. The following quotation is excerpted from *Personal Recollections* by W.B. Wood.



SECTION 14-1

**DIRECTIONS: Interpreting Information** Answer the following questions on a separate sheet of paper.

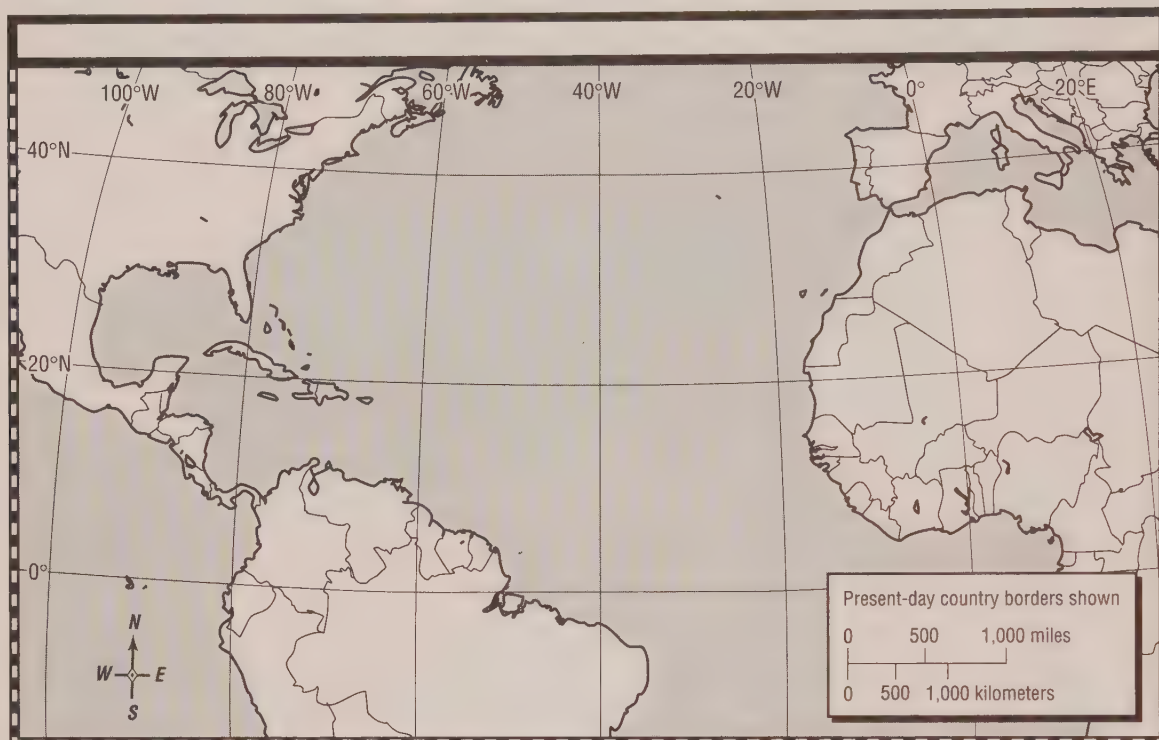
1. What is the main topic of this excerpt?
2. What does Wood imply when he says "it will soon be seen where the drama is"?
3. What does good scenery do?
4. Why do you think Wood feels that having no scenery is better than having bad scenery?
5. Why does Wood discuss the scenery used for *Virgilius*? Explain your answer.

**Activity**

**DIRECTIONS: Writing a Critique** Check out a short video from the media center or pick a television program. Instead of viewing the video or program as you usually would, concentrate only on the scenery of the presentation. Then write a short critique of the scenery used in the presentation. In your critique, tell whether Wood's ideas still apply to modern theater presentations.

★ **Enrichment Activity 14-2****Liberia for a New Life**

The American Colonization Society, founded in 1817, worked to send thousands of African Americans to settle Liberia.



**DIRECTIONS: Locating Places** Follow the directions to complete the map.

1. Label North America and Africa and title the map.
2. Many enslaved Africans were captured in West Africa and loaded on ships on the Gulf of Guinea. The gulf is where the Equator and the Prime Meridian cross. Label West Africa, the Gulf of Guinea, the Equator, and the Prime Meridian.
3. Many enslaved Africans were unloaded from ships at the West Indies. Label the West Indies, the Gulf of Mexico, and the Caribbean Sea.
4. The American Colonization Society was formed in Virginia. Virginia is located at about 37°N latitude along the Chesapeake Bay. Label Virginia and the Chesapeake Bay.
5. Name and label the ocean African Americans had to cross if they decided to return to Africa.
6. Find and label Liberia and Cape Palmas, which lie along Africa's southern coast.

**Activity**

**DIRECTIONS: Writing a Journal Entry** You are leaving Virginia to settle in Liberia in 1825. You are keeping a journal of your journey. Write a passage describing your trip and comparing your feelings with those of an ancestor of yours who was taken from Africa to be sold as an enslaved laborer in the 1700s.

★ **Enrichment Activity 14-3****Women's Right to Vote**

The *Declaration of Sentiments and Resolutions* was approved by the Seneca Falls Convention in 1848. Read the excerpts below.

1. The history of mankind is a history of repeated injuries and usurpations [unlawful seizing] on the part of man toward woman. . . . To prove this, let facts be submitted to a candid world.
2. He has never permitted her to exercise her inalienable right to the elective franchise.
3. He has compelled her to submit to laws in the formation of which she has no voice. . . .
4. He has made her, if married, in the eye of the law, civilly dead. . . .
5. He has taken from her all right of property, even to the wages she earns. . . .
6. He has denied her the facilities for obtaining a thorough education. . . .
7. Now in view of this denial of the rights of one half the people of this country . . . we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

**DIRECTIONS: Analyzing and Paraphrasing Information** For each of the underlined passages in the *Declaration of Sentiments and Resolutions*, rewrite the sentence in your own words.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

8. Place the number of each statement in the appropriate box.

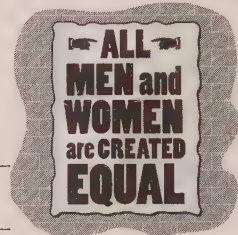
**Definition of Problem**

**Examples of Problem**

**Solution to Problem**

**Activity**

**DIRECTIONS: Creating a Presentation** The women's movement has had a number of prominent spokespersons over the years. Use the media center to find important people in the women's movement. Pick one and prepare a creative presentation to tell your class more about your choice. You might present a dramatic reading, prepare a portrait and a picture history of the person, write a song or poem, or create a short skit with a partner.







# ANSWER KEY

## CITIZENSHIP ACTIVITY 5

1. the Fifteenth, Nineteenth, and Twenty-Sixth Amendments
2. The Seventeenth Amendment allows for the direct election of senators by the people; however, some students may note that each amendment in a way allows for greater participation of the people in Congress by involving more groups in the voting process.
3. Native Americans gained the right to vote four years after passage of the Nineteenth Amendment, or in 1924.
4. Answers will vary, but students should speculate that the amendment recognizes that those who are old enough to fight in a war are also old enough to vote.
5. Answers will vary, but students should recognize that African Americans, Native Americans, and women had less rights than white males during the 1700s and 1800s.

## ECONOMICS AND HISTORY 5

1. \$408.20      2. \$499.20
3. Students should recognize that as supplies decreased, the price of many supplies increased.
4. 455 pounds
5. Student answers should include such items as clothes, furniture, shovels and other tools, and personal items such as books and small toys.
6. Students should recognize the impossibility of traveling across the mountains in winter when heavy snows clogged the trail.

### Critical Thinking

Answers will vary, but may include the idea that the many travelers spurred the economic development of towns along the trail. The travelers would spend

money on supplies and use the services of blacksmiths and wagon makers.

## AMERICAN LITERATURE READING 5

1. the continuousness of the forest; the forest is uninterrupted
2. animal life: trout, salmon, shad, pickerel, and other fishes, chickadees, blue jays, woodpeckers, fish-hawks, eagles, loons, ducks, owls, wolves, moose, bears, caribou, beavers, black flies and mosquitoes; plant life: evergreen trees, birches, maples, berries, moss
3. because it is dark and gloomy; it is very wild and nature there is overwhelming; it goes on forever and it is difficult to find a way through it
4. damp, wet, miry, lakes, streams, trickling; Thoreau doesn't find the forest unpleasant; he says it has "perpetual youth" and is blissful and innocent.
5. Answers will vary but might include the following: yes, because only nature is around you there, and it would be peaceful; no, it seems lonely there, and it is far from comforts people are used to.

## INTERDISCIPLINARY CONNECTION 5

1. \$52 per year for baths and \$26 for washing his shirt for a total of \$78
2. His expenses total \$5.50. Subtracting this from \$48.00 leaves \$42.50.
3. His expenses total \$12.00. Subtracting this from \$193.00 leaves \$181.00. Dividing this by 10 yields daily earnings of \$18.10.
4. Cheese has had the biggest price increase, rising \$6. Flour has had the biggest percentage increase, rising four times over.
5. Inflation was a serious problem during the Gold Rush. Prices were rising

# ANSWER KEY

dramatically in a very short span of time.  
The rate of inflation was very high.

**Activity** Word problems will vary but should show creativity, and answers should be accurate.

## HANDS-ON HISTORY ACTIVITY 5

1. Walnut shells make brown ink.
2. walnut shell ink
3. Answers will vary but should recognize how improvements in writing instruments have changed the way information is recorded.
4. Answers will vary, but students will probably find writing is messier with a quill pen.

## VOCABULARY ACTIVITY 11

- |                 |                           |
|-----------------|---------------------------|
| 1. favorite son | 7. spoils system          |
| 2. majority     | 8. nominating conventions |
| 3. plurality    | 9. states' rights         |
| 4. mudslinging  | 10. relocate              |
| 5. landslide    | 11. guerrilla             |
| 6. bureaucracy  | 12. log cabin campaign    |

### Using Vocabulary

Answers will vary but should reflect an understanding of the vocabulary words.

## CHAPTER SKILLS ACTIVITY 11

1. during the celebration of Andrew Jackson's inauguration in 1829
2. The writer of the piece was delayed in approaching the White House because of the crowds of people. Eventually, she gained entrance and was amazed at enormous, noisy crowds taking part in the celebration.
3. around and inside the White House

4. as "noisy and disorderly"

5. Students may infer that she was a member of the upper social class because of her attitude toward "the people en masse" and her fear of "the people" as the most despotic of rulers.

**Activity** Summaries will vary. Look for evidence of critical thinking about the source.

## CRITICAL THINKING SKILLS ACTIVITY 11

1. Although many people are upset about the treatment of Native Americans and their removal from their lands, it is a positive development because white settlers have improved the lands.
2. He sees them as savages.
3. He argues that removal of the Native Americans is one more betrayal in a long series of betrayals by the United States government that have deprived Native Americans of millions of acres of land.
4. He sees Native Americans as victims of racism and unfair treatment who have suffered much at the hands of American settlers.
5. Students may note that Frelinghuysen would be more likely to support the protection of Native American rights based upon his outrage at the treatment of Native Americans.

### Practicing the Skill

1. C
2. C
3. B

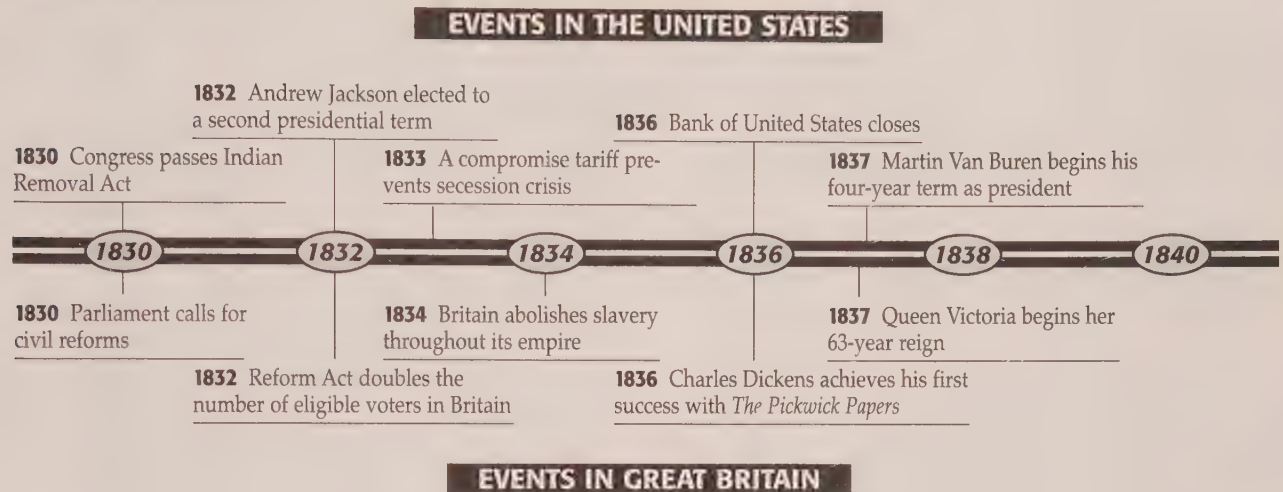
## GEOGRAPHY AND HISTORY ACTIVITY 11

1. 16½
2. 7½
3. Students should outline the four states in the Northeast—Vermont, Massachusetts, Connecticut, and Rhode Island—that did not support Jackson.
4. for Jackson: 219; against Jackson: 67

# ANSWER KEY

5. Jackson received about four times as many electoral votes as his opponents. His popular vote margin, however, was considerably smaller, amounting to about 116,000 votes out of a total of over a million votes cast.

## TIME LINE ACTIVITY 11



## LINKING PAST AND PRESENT ACTIVITY 11

- |      |      |      |
|------|------|------|
| 1. C | 3. E | 5. F |
| 2. D | 4. A | 6. B |

Students' slogans will vary.

## PRIMARY SOURCE READING 11

### Document-Based Question

Burnett used to go on hunting trips with the Cherokee, and they taught him their language and their art of hunting. Memoirs will vary but should include an accurate depiction of the event and the students' judgments related to the events.

## GUIDED READING ACTIVITY 11-1

- I. A. four
- B. House of Representatives
- C. His enemies controlled both the House and the Senate.

- II. A. mudslinging
- B. Jackson won in a landslide with 56 percent of the popular vote and 178 electoral votes.
- III. A. He was a patriot, a self-made man, and a war hero.
- B. 1. "equal protection and equal benefits"
2. women, African Americans, and Native Americans
- C. ordinary citizens
- D. 1832 in Baltimore, Maryland
- IV. A. The tariff made European goods more expensive, so American consumers were more likely to buy American-made goods.
- B. to have the Southern states break away from the United States and form their own government
- C. Senator Daniel Webster



## ANSWER KEY

- D. Jackson supported the preservation of the federal union.
- E. The Force Bill allowed the United States military to enforce acts of Congress.

### GUIDED READING ACTIVITY 11-2

- 1. Indian Removal Act
- 2. Indian Territory
- 3. Cherokee
- 4. Chief Justice John Marshall
- 5. 17,000
- 6. General Winfield Scott
- 7. Trail of Tears
- 8. Black Hawk
- 9. Illinois
- 10. Seminole
- 11. Osceola
- 12. 1,500
- 13. 100 million

### GUIDED READING ACTIVITY 11-3

- 1. He felt that it was an organization of wealthy Easterners over which ordinary citizens had no control.
- 2. Nicholas Biddle
- 3. He vetoed it.
- 4. He ordered the withdrawal of all government deposits from the Bank and placed the funds in smaller state banks.
- 5. Martin Van Buren
- 6. the Whigs
- 7. during the Panic of 1837
- 8. laissez-faire
- 9. William Henry Harrison for president, and John Tyler for vice president
- 10. "Tippecanoe and Tyler, too"
- 11. a log cabin
- 12. to prove he was a "man of the people"
- 13. as "King Martin," a wealthy snob who had spent the people's money on fancy furniture for the White House

- 14. President Harrison died of pneumonia. John Tyler became the first vice president to become president because the elected president died in office.
- 15. After he became president, Tyler lacked party loyalty. He vetoed several bills sponsored by Whigs in Congress, including a bill to recharter the Bank of the United States.

### RETEACHING ACTIVITY 11-1

- |      |      |       |
|------|------|-------|
| 1. F | 5. D | 9. C  |
| 2. K | 6. H | 10. G |
| 3. B | 7. A | 11. J |
| 4. I | 8. L | 12. E |

- 13. While the House of Representatives was preparing to settle the election, Henry Clay met with John Adams. Clay agreed to use his influence in the House to have Adams elected. In return Clay hoped to be appointed secretary of state, probably in the hopes of becoming president. The "corrupt bargain" cast a shadow over Adams's presidency and made it difficult for him to accomplish anything.
- 14. Jackson supported a compromise bill proposed by Henry Clay that would greatly lower the tariff. At the same time, Jackson made sure that the South would accept Clay's compromise. With the passage of the Force Bill, Jackson also sent a message to South Carolina that if it did not give in, it would face the army.

### RETEACHING ACTIVITY 11-2

- 1. It allowed the federal government to pay Native Americans to move west.
- 2. Indian Territory in present-day Oklahoma

# ANSWER KEY

3. He ruled that Georgia had no right to interfere with the Cherokee; he said that the Native Americans were protected by the federal government and the Constitution.
4. Georgia
5. General Winfield Scott and an army of 7,000 federal troops.
6. It was the forced journey west by the Cherokee. It got its name because thousands of Cherokee died along the way, due to the harsh weather of the Great Plains.
7. Black Hawk
8. They were the only Native Americans who successfully resisted their removal by the federal government.
9. Osceola
10. a group of African Americans who had escaped slavery
11. They used guerrilla tactics, making surprise attacks and then retreating back into the forests and swamps.
12. the Seminole people

## RETEACHING ACTIVITY 11-3

Andrew Jackson: 5, 8, 11

Martin Van Buren: 3, 7

William Henry Harrison: 1, 6, 10, 12

John Tyler: 2, 9

James Polk: 4

## ENRICHMENT ACTIVITY 11-1

1. F; by only Hamilton; Jefferson supported the Democratic-Republican Party.
2. T
3. F; It existed for about 24 years.
4. T
5. F; Whigs emerged from National

Republicans and Federalists; Federalists emerged from no previous party.

6. F; The Whig Party was not so named until 1834.

7. T

**Activity** Posters will vary depending on which party the students choose. Look for evidence that students have found the basic differences between the parties.

## ENRICHMENT ACTIVITY 11-2

- |        |       |
|--------|-------|
| 1. la  | 2. gi |
| 3. tsu | 4. le |
| 5. hi  | 6. sa |
| 7. nv  | 8. hi |
9. Answers will vary. Students should mention that the paper's name, *Cherokee Phoenix*, refers to a bird that burns up and is reborn from its ashes; they should explain that at the time, the Cherokee way of life was being destroyed, but the paper and writing brought hope of its revival.

**Activity** Articles will vary but should present reasons that students can support.

## ENRICHMENT ACTIVITY 11-3

1. William Henry Harrison, 1840
2. 1828
3. Andrew Jackson
4. Andrew Jackson
5. John Quincy Adams
6. The Democrats claimed that their candidate, Andrew Jackson, represented the spirit of the American Revolution.
7. The Whigs were emphasizing that they had the country's interests and good in mind above everything else.

## ANSWER KEY

8. The Democrats wanted to stress that Martin Van Buren was not against the South and Southerners.
9. The Whigs wanted voters to think of Harrison as one of the common people by suggesting not only that he was a farmer but that he was a poor farmer who had to plough his own land.

### VOCABULARY ACTIVITY 12

1. mountain men, rendezvous
2. Manifest Destiny, emigrant
3. annex, cede
4. rancho, ranchero
5. Tejano, Californios
6. forty-niners, boomtown, vigilante

#### Using Vocabulary

Answers will vary but should reflect an understanding of the vocabulary words.

### CHAPTER SKILLS ACTIVITY 12

1. latitude 35°N, longitude 125°W
2. latitude 25°S, longitude 45°W
3. about 10 degrees
4. about 55 degrees
5. the Doldrums

**Activity** Puzzles and answers will vary. Partners should provide feedback to each other about the solutions to the puzzles.

### CRITICAL THINKING SKILLS ACTIVITY 12

1. Students should predict that the joint occupation would lead to conflict because either the United States or Britain would eventually seek full control of the area.
2. Students should predict that the Americans would eventually gain control of the area because of their greater population numbers.

3. Oregon was located adjacent to the United States, making the annexation of Oregon a goal for Americans. But because the British shared the territory, it became a source of direct conflict and possible confrontation between the United States and Britain.
4. Students can conclude that most settlers traveled through eastern Oregon but did not stop there because the land was dry and inhospitable. They continued on the Oregon Trail until they came to the wetter and more fertile Willamette Valley.
5. Students may predict that many people would have traveled to California, and this would have drawn off some of the settlers who otherwise might have gone to Oregon. The consequence could have been the slowing of Oregon's growth, at least temporarily.

#### Practicing the Skill

1. B                      2. C                      3. D

### GEOGRAPHY AND HISTORY ACTIVITY 12

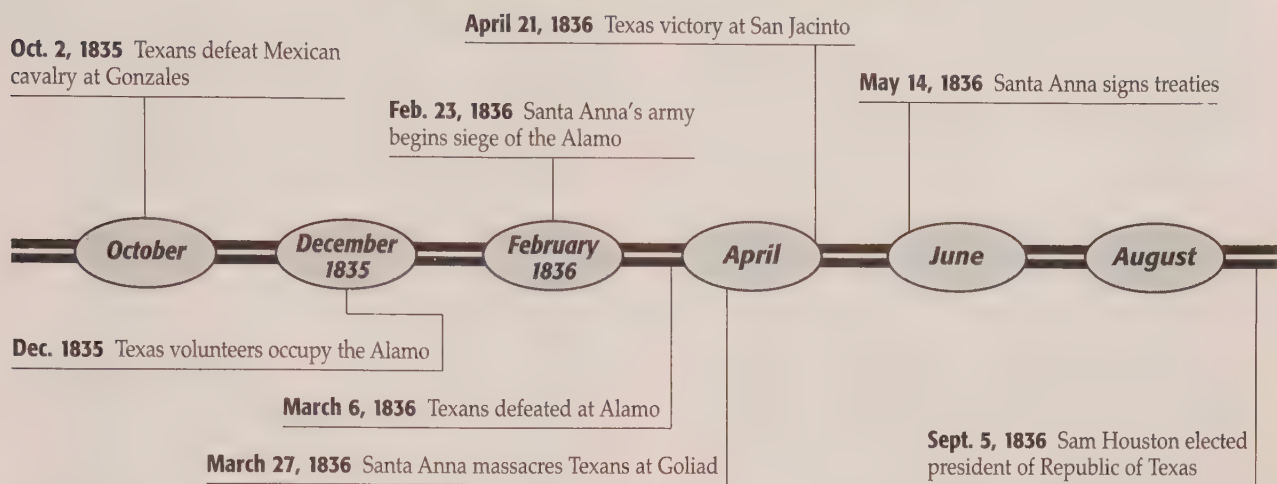
1. about 1,200 miles (2,000 kilometers); Iowa, Nebraska, Wyoming, and Utah should be colored blue.
2. Platte River should be underlined.
3. South Pass should be circled.
4. Idaho, Wyoming, Utah, Nevada, Arizona, California, Oregon, New Mexico, and Colorado should be circled.
5. Utah, Colorado, Arizona, Nevada, Idaho, and Wyoming should be underlined.
6. Colorado River; It indicates a lack of water in most of the region.



# ANSWER KEY

## TIME LINE ACTIVITY 12

### TEXANS FIGHT FOR INDEPENDENCE



## LINKING PAST AND PRESENT ACTIVITY 12

Students' lists will vary but might include tools (ax, shovel, hoe), food supplies (flour, sugar, lard, dried meat, fruit), cooking utensils (kettle, silverware), blankets, lanterns, clothing, and seeds for planting. Students should explain why it would be necessary to bring the items they've chosen.

## PRIMARY SOURCE READING 12

### Document-Based Question

Answers will vary. Student may express dislike towards him because he was rude to the woman who cooked breakfast and was dishonest about going to look for gold. Others may feel sorry for him because he could not claim the gold he found. Students' diary entries will vary depending on the events they choose to record, but they should accurately reflect events and make reasoned judgments about them.

## GUIDED READING ACTIVITY 12-1

1. present-day Oregon, Washington, and Idaho; parts of Montana and Wyoming, and about half of what became British Columbia

2. United States, Great Britain, Spain, and Russia
3. to gain access to the Pacific Ocean
4. joint occupation
5. American adventurers who spent most of their time in the Rocky Mountains
6. by trapping beaver for furs
7. the annual rendezvous
8. They acted as guides for the settlers.
9. 1843, when more than 1,000 pioneers left Independence, Missouri
10. the Oregon Trail
11. prairie schooners
12. They acted as guides, and they traded necessary food and supplies.
13. Willamette Valley south of the Columbia River
14. Manifest Destiny
15. "Fifty-four Forty or Fight"

## GUIDED READING ACTIVITY 12-2

1. A. They believed Texas was part of the Louisiana Territory, which the United States had bought from France in 1803.



## ANSWER KEY

**B.** Old Three Hundred

**C.** to stop all immigration from the United States into Texas

**D.** removing the ban on American settlers and making Texas a separate state

**II. A.** 1. the battle at Gonzales

2. San Antonio

**B.** 1. February 1836

2. Antonio López de Santa Anna led the Mexican forces; Davy Crockett, Jim Bowie, and William B. Travis were among the Texan leaders.

3. They had bought Texans needed time.

**C.** 1. American settlers and Tejanos declared the independence of the Republic of Texas.

2. the execution of Texans who had surrendered to Mexican troops following the battle at Goliad

**D.** "Remember the Alamo! Remember Goliad!"

**III. A.** Sam Houston

**B.** December 29, 1845

### GUIDED READING ACTIVITY 12-3

1. New Mexico

2. Santa Fe

3. William Becknell

4. Santa Fe Trail

5. Spanish explorers

6. mission system

7. 1833

8. 1840s

9. Pacific

10. John Slidell

11. Zachary Taylor

12. declared war

13. Mexican War

14. capital

15. Republic of California

16. Guadalupe

Hidalgo

17. half

### GUIDED READING ACTIVITY 12-4

1. nearly 100,000

2. people who came to California in search of gold in 1849

3. About half were Americans; others came from Mexico, South America, Europe, and Australia. Three hundred men came from China.

4. boomtowns

5. San Francisco

6. along a 150-mile stretch of the western slope of the Sierra Nevada

7. merchants who sold goods to the miners

8. They were lonely places with little to do but drink, gamble, and fight. The camps lacked law and order. Murders and robberies were frequent.

9. committees of concerned citizens who took the law into their own hands, acting as police, judge, jury, and sometimes executioner

10. Agriculture, shipping, and trade expanded to meet the miners' needs for food and other goods.

11. It soared from 20,000 in 1848 to more than 220,000 only four years later.

12. California's constitution banned slavery. Southern states objected to making it a state because it would upset the balance of free and slave states.

13. to fulfill their vision of an ideal society

14. Joseph Smith; Brigham Young

15. It was the largest single migration in American history.

16. Deseret

# ANSWER KEY

## RETEACHING ACTIVITY 12-1

Mountain Men: A, B, E, G, I, J, L, O, P

Pioneers: C, D, F, H, K, M, N, Q, R

1. In 1819 John Quincy Adams negotiated the Adams-Onís Treaty with Spain, in which Spain agreed to set the limits of their territory at what is now California's northern border and gave up any claim to Oregon. In 1818 Adams had worked out an agreement with Great Britain for joint occupation of the Oregon country.
2. Manifest Destiny is the idea that the United States was clearly destined, or set apart, to extend its boundaries all the way to the Pacific Ocean.

## RETEACHING ACTIVITY 12-2

- |      |       |       |
|------|-------|-------|
| 1. D | 6. F  | 11. I |
| 2. G | 7. M  | 12. H |
| 3. K | 8. C  | 13. L |
| 4. E | 9. J  | 14. B |
| 5. N | 10. A |       |

**Essay** Texas was a slave state. The addition of another slave state would upset the balance of slave and free states in Congress. As a result, Southerners favored the annexation of Texas, but Northerners opposed it. Polk, who supported the annexation of Texas, was elected president, and supporters of annexation were then able to get Congress to pass a resolution to annex Texas.

## RETEACHING ACTIVITY 12-3

- |      |       |       |
|------|-------|-------|
| A. 2 | F. 10 | K. 6  |
| B. 5 | G. 13 | L. 12 |
| C. 8 | H. 4  | M. 1  |
| D. 9 | I. 3  |       |
| E. 7 | J. 11 |       |

**Essay** First, American troops would drive Mexican forces out of the disputed border region in Texas and make the border secure. Second, the United States would seize New Mexico and California. Finally, American forces would take Mexico City, the capital of Mexico.

## RETEACHING ACTIVITY 12-4

Forty-Niners: 2, 3, 5, 7, 8

Mormons: 1, 4, 6, 9

1. Merchants such as Levi Strauss grew rich because miners had no place else to buy food and other essential items. Merchants could charge as much as they wanted for their products.
2. Because of their religious beliefs, the Mormons had been persecuted and driven from several communities, first in New York and later in Ohio, Missouri, and Illinois. Even though the land in Utah was isolated and had a desert climate, the Mormons were away from those who disagreed with their beliefs and free to fulfill their vision of a godly life.

## ENRICHMENT ACTIVITY 12-1

1. **Current meaning:** ridges on the sides of mountains; **Miller's meaning:** ridges that are part of the beautiful mountain scenery
2. **Current meaning:** (more correctly peltry) animal skins that have not been prepared; **Miller's meaning:** to show the range of goods traded by Native Americans
3. **Current meaning:** uncivilized or fierce persons; **Miller's meaning:** non-Europeans
4. **Current meaning:** wild in taste, style, or manner; **Miller's meaning:** non-European

## ANSWER KEY

5. **Current meaning:** raised above a certain level; **Miller's meaning:** set up
6. **Current meaning:** person belonging to the middle class, or capitalist class; **Miller's meaning:** a head trapper or guide who leads the group in trapping to earn money
7. **Current meaning:** important people; **Miller's meaning:** the many leaders or respected people who came to the rendezvous
8. **Current meaning:** palefaces, people with white complexions; **Miller's meaning:** Europeans

**Activity** Drawings or paintings will vary but should accurately portray the times.

### ENRICHMENT ACTIVITY 12-2

1. The Mexican government has stopped protecting the lives, freedom, and possessions of the people in Texas; evil Mexican rulers have exercised unjust power over the Texans.
2. basic rights people should have, no matter what the government determines
3. When the situation is extreme, people need to take government into their own hands and abolish the old government for themselves and for future generations.
4. save the people from approaching danger and provide for a secure, happy future
5. what Mexico has done to cause this declaration to be made, the grievances against Mexico

**Activity** Students' charts may vary but should point out the similar style and content of the Texas Declaration. Students should mention the statements on the failure of government and on the rights and duties of people in such a situation,

and the need to explain the causes of the action for everyone to understand.

### ENRICHMENT ACTIVITY 12-3

- 1-3. Students' maps should have a color-coded key. Routes for Taylor, Kearny, and Scott should be drawn according to the directions and closely match the Mexican War map in the text.

**Activity** Biographies and maps will vary depending on the figures students choose.

### ENRICHMENT ACTIVITY 12-4

1. about 10,000 miles (16,000 km) shorter (17,000 miles [27,000 km] via Cape Horn—7,000 miles [11,000 km] via Panama)
2. The Nicaragua crossing was about 500 miles (800 km) farther north than the Panama crossing, and so closer to the United States; the Nicaragua route was also about 1,000 miles (1,600 km) shorter than the Panama route.
3. about 6,000 miles (10,000 km)
4. Students should draw a route from Galveston and Corpus Christi to San Francisco that crosses Mexico at its narrowest point.

**Activity** Students should draw a route that goes through the Strait of Magellan instead of around Cape Horn. Students should use the media center to research such a trip and share their findings with the class.

### VOCABULARY ACTIVITY 13

- |                              |                                |
|------------------------------|--------------------------------|
| 1. clipper ship              | 5. famine                      |
| 2. telegraph, Morse code     | 6. nativist                    |
| 3. trade union               | 7. cotton gin                  |
| 4. prejudice, discrimination | 8. fixed cost, capital, credit |



# ANSWER KEY

## Using Vocabulary

Answers will vary but should reflect an understanding of the vocabulary words.

## CHAPTER SKILLS ACTIVITY 13

1. the breakdown of urban and rural populations from 1830 to 1860
2. 91%; 80%
3. 1840–1850; 1850–1860
4. Although a far greater percentage of people lived in rural areas than in urban areas in 1830–1860, the percentage of people living in urban areas was steadily increasing.

**Activity** Circle graphs should accurately reflect the makeup of the class.

## CRITICAL THINKING SKILLS ACTIVITY 13

1. No, he was a slave as a child, but he was freed with his mother at the age of seven or eight. He is telling his story at the age of 80, so he was free most of his life.
2. He was born a slave because his parents were slaves.
3. He probably got it from his owner, whose last name was Holbert.
4. Several male members of the family left to serve in the war and never returned, so the war broke up his family. But the

war also gave Clayton, his mother, his brother, and his sister their freedom.

5. It had a destructive effect on Clayton's family. His grandmother and mother continued in slavery long after they were freed because of dishonest slave traders, and this resulted in Clayton being born a slave. His family was also broken up by slavery when his grandmother was sold away to Texas and they never saw her again.

## Practicing the Skill

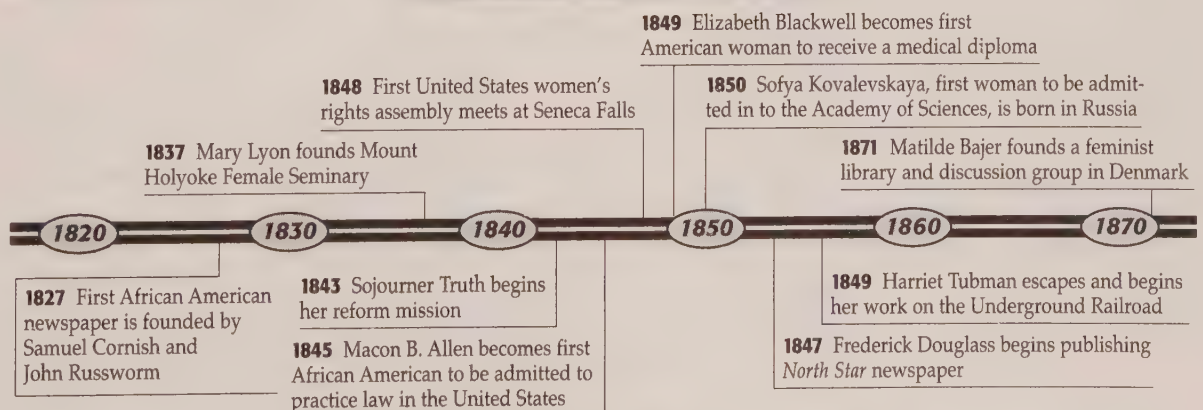
1. B
2. C
3. A

## GEOGRAPHY AND HISTORY ACTIVITY 13

1. lowest in blue: Missouri and Florida; highest in red: Louisiana, Mississippi, Alabama, Georgia, South Carolina, and Virginia
2. colored in green: Iowa, Illinois, Ohio, Indiana, Pennsylvania, and New Jersey; boxed: Florida
3. Texas should be outlined.
4. Charleston, South Carolina; Savannah, Georgia; and New Orleans, Louisiana, should be circled.
5. The places with the highest concentrations of enslaved people generally coincide with places where cotton, rice, and sugarcane were raised.

## TIME LINE ACTIVITY 13

### MILESTONES FOR WOMEN



### MILESTONES FOR AFRICAN AMERICANS



# ANSWER KEY

## LINKING PAST AND PRESENT ACTIVITY 13

1. The farm machines introduced in the 1830s substituted animal power for hand labor.
2. The divider on the McCormick reaper separated and cut standing grain.
3. If no one had invented the reaper, farmers in the late nineteenth century would probably work small plots. They would rely on hand labor to grow crops and would be able to produce only enough to support their families.
4. The combine harvester was probably given that name because it combined the operations performed by the reaper and the thresher.
5. Manufacturers often describe engines in terms of horsepower to explain that the vehicle powered by that engine can do the work of a certain number of horses.

## PRIMARY SOURCE READING 13

### Document-Based Question

Answers will vary but may include overwhelmed, excited, and disappointed. Scrapbooks will vary depending on the media chosen and the photos that students are able to locate. The photographs and drawings and the captions for them should accurately reflect the time and place.

## GUIDED READING ACTIVITY 13-1

- |                   |                  |
|-------------------|------------------|
| 1. dividing       | 8. 31,000 miles  |
| 2. factories      | 9. Samuel Morse  |
| 3. machinery      | 10. telegraph    |
| 4. sewing machine | 11. steel-tipped |
| 5. Robert Fulton  | plow             |
| 6. canals         | 12. mechanical   |
| 7. Peter Cooper   | reaper           |
|                   | 13. thresher     |

## GUIDED READING ACTIVITY 13-2

- A.** In the summer, the factories were hot and stifling. Air-conditioning had not yet been invented. In the winter, workers suffered because the factories had no heat.
  - B.**
    1. trade unions
    2. They went on strike.
  - C.**
    1. racial prejudice and discrimination
    2. Answers may include any two of the following: Free African Americans were not allowed to vote; they could not attend public school or use public facilities; they were forced into segregated schools and hospitals. Most were extremely poor.
  - D.** Employers discriminated against them, paying them less than male workers. Male workers excluded women from their unions.
- A.**
    1. in overcrowded, rundown buildings with no plumbing or heat
    2. disease and fire
  - B.**
    1. because of a potato famine in Ireland in which more than 1 million people died
    2. Germany
  - C.** Roman Catholic
  - D.**
    1. nativists
    2. the Know-Nothings

## GUIDED READING ACTIVITY 13-3

1. Maryland, Virginia, and North Carolina
2. Georgia, South Carolina, Alabama, Mississippi, Louisiana, Missouri, Arkansas, and Texas
3. cotton

# ANSWER KEY

4. Tobacco depended on foreign markets, so its price varied wildly. Tobacco stripped the nutrients from the soil. Rice could not be grown in the dry climate in inland areas.
5. It required irrigation canals and costly machinery.
6. the growth of the British textile industry
7. Eli Whitney
8. a machine that removed seeds from cotton fibers
9. Because the cotton gin processed cotton fibers so quickly, farmers wanted to grow more cotton. Many Southern planters relied on slave labor to plant and pick the cotton.
10. The Upper South still produced tobacco, hemp, wheat, and vegetables. The Deep South was committed to cotton, sugarcane, and rice.
11. Answers may include any two of the following: the boom in cotton sales; lack of capital to invest in businesses; small market for manufactured goods in the South; Southerners did not want industry there.
12. William Gregg and Joseph Reid Anderson
13. Southern rail lines were short, local, and did not connect all parts of the region in a network.
14. about one-third

## GUIDED READING ACTIVITY 13-4

- |                    |                    |
|--------------------|--------------------|
| 1. yeomen          | 7. overseer        |
| 2. tenant farmers  | 8. family life     |
| 3. profits         | 9. network         |
| 4. accountants     | 10. slave codes    |
| 5. domestic slaves | 11. read or write  |
| 6. field hands     | 12. Harriet Tubman |

- |                          |                   |
|--------------------------|-------------------|
| 13. Underground Railroad | 14. opportunities |
|                          | 15. charity       |

## RETEACHING ACTIVITY 13-1

- |      |      |       |
|------|------|-------|
| 1. E | 5. F | 9. G  |
| 2. G | 6. A | 10. D |
| 3. I | 7. C |       |
| 4. B | 8. H |       |

## RETEACHING ACTIVITY 13-2

Factory Working Conditions: E, K, N

Trade Unions: A, I

African American Workers: C, D, M

Women Workers: C, H, M, O

City Life: B, F, J

Immigrants: C, G, L, P

1. Many American workers moved from farms to the cities during the 1800s as factories provided more and more jobs. As the factory system developed, working conditions worsened. Factory owners wanted their employees to work longer hours in order to produce more goods. By 1840 the average workday was 11.4 hours long. Injuries such as lost fingers and broken bones were common. Women and children joined the workforce.
2. Women, African Americans, and immigrants faced discrimination in the first half of the 1800s. Women were paid less than their male counterparts, and labor unions formed to seek better working conditions excluded them. African Americans were often barred from public facilities and schools. Many native-born Americans feared that immigrants would take away jobs. These people formed secret anti-Catholic societies.

# ANSWER KEY

## RETEACHING ACTIVITY 13-3

- |      |      |      |
|------|------|------|
| 1. F | 3. A | 5. B |
| 2. C | 4. E | 6. D |

**Essay** To develop industries required money, but many Southerners had their wealth invested in land and slaves. Plantation owners would have had to sell slaves to raise the money to build factories. Most wealthy Southerners were unwilling to do this. They believed that an economy based on cotton would continue to prosper and saw no need to risk their resources in new industrial ventures.

## RETEACHING ACTIVITY 13-4

- |      |       |       |
|------|-------|-------|
| 1. G | 6. E  | 11. I |
| 2. C | 7. O  | 12. F |
| 3. K | 8. B  | 13. J |
| 4. A | 9. L  | 14. H |
| 5. N | 10. D | 15. M |

**Essay** Enslaved people resisted slavery by working slowly or by pretending to be sick. Sometimes resistance took more active forms, such as setting fire to plantation buildings or breaking tools. Armed rebellions were rare. Resistance helped African Americans endure their lives by striking back at white plantation owners—perhaps establishing boundaries that white people would respect.

## ENRICHMENT ACTIVITY 13-1

1. 

•	—	••••	•	—	••••	•	—	••••	•	—	••••			
W		H		A		T		H		A		T		H
				—	—	—	—	—	—	—	—	—	—	—
				G		O		D						

2-5. Answers will vary but should demonstrate correct use of the code.

## ENRICHMENT ACTIVITY 13-2

- about 780,000
- 1851–1860

3. about 1,710,000

4. 1831–1840

5. about 190,000

6. Immigration was increasing steadily from all countries. Irish and German immigration was growing at a faster rate than that of other nationalities. In 1841–1850, for example, more Irish immigrants arrived than the total number of immigrants that had arrived in the previous decade.

**Activity** Students' graphs will vary depending on the specific years used to create the graphs.

## ENRICHMENT ACTIVITY 13-3

- about three times more
- by about 700,000 bales
- South Carolina
- 1850—Alabama; 1860—North Carolina
- It was about half that of Georgia.

**Activity** Answers will vary but may include that South Carolina, Virginia, or Tennessee might remain at the same level because their cotton production increased only slightly between 1850 and 1860. Regardless of predictions, the Civil War will have significant effects on cotton production.

## ENRICHMENT ACTIVITY 13-4

Across

- syncopation
- swing
- spiritual
- libretto
- New Orleans

Down

- score
- aria
- improvisation
- ragtime
- Dixieland

**Activity** Students' crossword puzzles should use terms concerning today's musical forms and contain descriptive clues.



# ANSWER KEY

## VOCABULARY ACTIVITY 14

- |                         |                  |
|-------------------------|------------------|
| 1. feminist             | 6. normal school |
| 2. Underground Railroad | 7. temperance    |
| 3. utopia               | 8. suffrage      |
| 4. revival              | 9. coeducation   |
| 5. Transcendentalist    | 10. abolitionist |

## CHAPTER SKILLS ACTIVITY 14

1. Dr. Jonas Salk The Hall of Science and Exploration or [www.achievement.org](http://www.achievement.org).
2. 75 million get polio vaccine in India
3. at FM and polio vaccine ([dem0nmac.mgh.harvard.edu](mailto:dem0nmac.mgh.harvard.edu)).
4. Charlene G. Polio ([www.msu.edu/~polio/](http://www.msu.edu/~polio/)).
5. 75 million get polio vaccine in India ([detnews.com/menu/stories/](http://detnews.com/menu/stories/)). The article is dated December 10, 1995.
6. The suffix stands for education institutions.

**Activity** Answers will vary, but paragraphs should show that students visited two Web sites.

## CRITICAL THINKING SKILLS ACTIVITY 14

1. Responses should include the idea that some American women felt oppressed and angry because they were denied rights as the result of unjust laws and rules made by men.
2. She is totally under the control of her husband during marriage, with the passage referring to a husband as master.
3. There are a very limited number of work opportunities for women, and women are paid very little for the jobs they are allowed to hold. Women are also denied admission to college, which limits their education and professional options.

4. She wants women to have rights equal to those of men, which she says are due to women as citizens of the United States.
5. No; the author of the passage writes that she expects to be ridiculed. Students should also infer that men, who control the vote as well as access to education and jobs, would not give up their power over women without a struggle.

## Practicing the Skill

- |      |      |      |
|------|------|------|
| 1. C | 3. B | 5. B |
| 2. C | 4. C |      |

## GEOGRAPHY AND HISTORY ACTIVITY 14

1. Maine should be outlined in red; temperance movement
2. Massachusetts should be colored blue; Horace Mann
3. Seneca Falls, New York; Elizabeth Cady Stanton and Lucretia Mott
4. Women and African Americans should be written in Ohio.
5. Virginia should be colored green; American Colonization Society

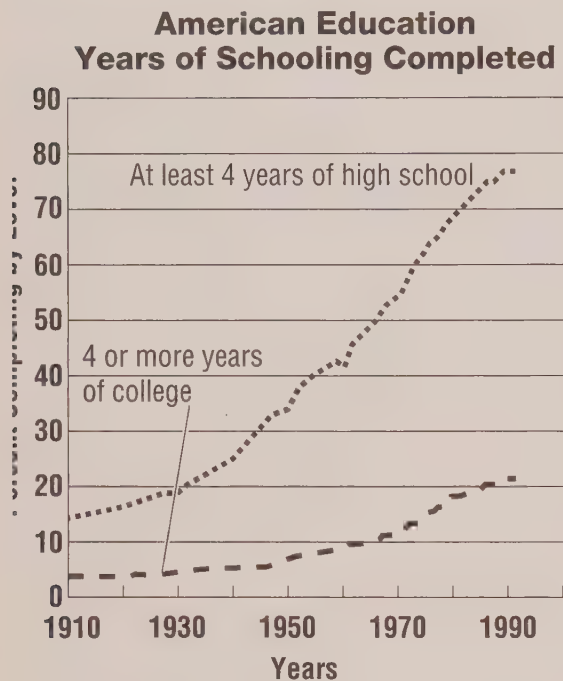
## TIME LINE ACTIVITY 14

1. *Pride and Prejudice*
2. 1849–1850
3. Nathaniel Hawthorne
4. John Keats
5. Edgar Allen Poe
6. Emily Dickinson
7. 1826



# ANSWER KEY

## LINKING PAST AND PRESENT ACTIVITY 14



Students may answer that there were more college graduates after 1970 because baby boomers were entering college in those years.

## PRIMARY SOURCE READING 14

### Document-Based Question

Answers will vary, but students should be able to conclude that Lucy Stone would probably spend her life fighting for women's rights based on how strong her feelings were in this speech.

Bumper stickers will vary depending on the topics students choose. Display the finished bumper stickers on a classroom bulletin board and use them as a basis for an in-depth discussion of equal rights.

## GUIDED READING ACTIVITY 14-1

- I. A. New Harmony, Indiana
- B. 1. the Second Great Awakening
2. They listened to eloquent preachers, prayed, sang, wept, and shouted.

- C. 1. drinking little or no alcohol
2. Maine passed a law banning the manufacture and sale of alcohol.

## II. A. 1. New England

2. Horace Mann
3. 1839

- B. They believed that a woman's primary role was as a wife and mother, which did not require an education.

## C. 1. religious groups

2. Oberlin College of Ohio

## D. 1. Thomas Gallaudet

2. Samuel Gridley Howe

## III. A. Transcendentalists

- B. any two: Margaret Fuller, Ralph Waldo Emerson, Henry David Thoreau, Harriet Beecher Stowe

- C. any two: Henry Wadsworth Longfellow, Walt Whitman, Emily Dickinson

- D. *Uncle Tom's Cabin*, by Harriet Beecher Stowe

## GUIDED READING ACTIVITY 14-2

1. Each state would be allowed to decide whether to allow slavery.
2. Benjamin Lundy
3. to resettle African Americans in Africa or the Caribbean
4. Liberia
5. to work for the country's leading antislavery paper in Baltimore
6. 1831
7. *The Liberator*
8. immediate and complete emancipation of enslaved people
9. sisters from South Carolina who moved to the North to lecture and write against slavery

## ANSWER KEY

10. They asked for several of the family's enslaved workers, then freed them.
11. 1830
12. Frederick Douglass
13. Sojourner Truth
14. a network of escape routes for enslaved people fleeing from the South
15. Harriet Tubman
16. The South's way of life depended on enslaved labor.
17. Northerners feared that formerly enslaved African Americans would take their jobs by agreeing to work for less money.
18. They mounted arguments in defense of slavery.

### GUIDED READING ACTIVITY 14-3

- |                           |                             |
|---------------------------|-----------------------------|
| 1. feminists              | 10. woman suffrage          |
| 2. equal rights           | 11. Susan B. Anthony        |
| 3. Quaker                 | 12. coeducation             |
| 4. Elizabeth Blackwell    | 13. Daughters of Temperance |
| 5. Elizabeth Cady Stanton | 14. Wyoming                 |
| 6. Seneca Falls           | 15. 1920                    |
| 7. declaration            | 16. opportunity             |
| 8. equal                  | 17. Emma Willard            |
| 9. discriminated          | 18. marriage                |

### RETEACHING ACTIVITY 14-1

Reforming Spirit: B, E, I, M

Reforming Education: A, C, D, H, K

Cultural Trends: F, G, J, L

1. Believing that inferior education threatened the well-being of the United States, reformers worked to change American education. In the early 1800s, only New England

provided free elementary education. Because of the efforts of reformers like Horace Mann, Massachusetts founded the first normal school for training teachers in 1839. Other states soon followed Massachusetts's lead. By the 1850s all states had adopted three basic principles of education: schools should be tax-supported and free, teachers should be trained, and children should be required to attend school. Higher education also changed as many new colleges and universities opened. Finally, special schools for those with disabilities were established.

2. Beginning in the 1820s, American artists and writers developed their own styles and began to explore American themes and ideas. The Hudson River School of painters chose local landscapes as subjects, and George Catlin painted Native American scenes. James Audubon painted native birds. At the same time, Transcendentalist writers such as Ralph Waldo Emerson, Henry David Thoreau, and Margaret Fuller explored the relationship between humans and nature. James Fenimore Cooper, Washington Irving, Nathaniel Hawthorne, as well as Herman Melville and Edgar Allan Poe, explored American subjects and ideas.

### RETEACHING ACTIVITY 14-2

- |      |      |       |
|------|------|-------|
| 1. F | 5. I | 9. A  |
| 2. G | 6. D | 10. H |
| 3. J | 7. B | 11. K |
| 4. E | 8. C |       |
12. The escaping enslaved worker traveled through the night by following the North Star, rivers, and mountain chains, or by feeling for moss growing on the north sides of trees. During the day

## ANSWER KEY

they rested, ate, and hid in “stations” along the way. White and African American “conductors” helped guide them. Originally, most enslaved African Americans made the journey on foot. Later, the enslaved escaped hidden in crates or secret compartments in wagons.

- 13.** They claimed that slavery was essential to economic progress and prosperity in the South. They also argued that enslaved laborers were generally well-treated and that African Americans preferred slavery to factory work in the North. One racist defense was that African Americans were better off under white care than on their own.

### RETEACHING ACTIVITY 14-3

Lucretia Mott: D, G, J, L

Elizabeth Cady Stanton: B, D, J

Angelina and Sarah Grimké: D, O

Sojourner Truth: D, O

Susan B. Anthony: B, G, I, K, M

Emma Willard: M, N

Mary Lyon: C, M

Elizabeth Blackwell: A, F

Harriet Tubman: E

Dorothea Dix: H

- 1.** Women were not allowed to enter the all-male trades, professions, and businesses. At first most Americans believed that women should not have higher education or even be taught to read and write. Before 1830 no university or college would accept female students. The only schools for women beyond elementary schools offered courses on how to be good wives and mothers. Subjects such as science and mathematics were considered suitable only for boys.

Women had few career choices. They could become elementary teachers, although they were paid lower salaries than men. Breaking into fields such as medicine or ministry was very difficult.

- 2.** They feared that education might make young women dissatisfied with their lives. They also believed that it was useless and dangerous for women to learn such subjects as mathematics. They felt that the stress of studying such subjects might cause delicate women to have nervous breakdowns.

### ENRICHMENT ACTIVITY 14-1

1. scenery and the money spent on it by theater managers; the importance of scenery
2. The statement may have more than one meaning. Wood may mean that the actors on a bare stage will reveal the location quickly; he also is implying that a gorgeous stage does not make drama, since only good performers do that.
3. It makes the drama more real and more powerful.
4. Bad scenery can disturb and confuse the viewers, whereas no scenery is neutral and allows the viewers to imagine the correct scene.
5. The scenery is an example of bad scenery. Students' explanations may vary but should include some of the following ideas: the drama was about a Roman soldier, but the scenery depicted the history of England; scenes of England are not what a Roman soldier would have in his room; the scenery showed the wrong time and probably the wrong place.

**Activity** Students' critiques will vary depending on the program they choose.



# ANSWER KEY

## ENRICHMENT ACTIVITY 14-2

Map titles will vary but should reflect the content of the map. The following places should be located and labeled correctly on students' maps: (1) North America, Africa; (2) West Africa, Gulf of Guinea, Equator, Prime Meridian; (3) West Indies, Gulf of Mexico, Caribbean Sea; (4) Virginia, Chesapeake Bay; (5) Atlantic Ocean; (6) Cape Palmas, Liberia.

**Activity** Students' answers will vary. Students should point out that as 1825 travelers, they may face fears, disappointments, and difficulties, but their situation is quite different from people who faced the extreme horrors of being captured, forcefully separated from home and family, enduring the Middle Passage, and being forced into slavery in a strange land.

## ENRICHMENT ACTIVITY 14-3

1. The whole history of humanity has been of men injuring or taking away the power of women.
2. Women are not allowed to vote.
3. Women have to obey laws that they had no say about.
4. Women lose all their civil rights if they marry.
5. Women cannot own property or keep their wages.
6. Women do not have schools and cannot get an education.
7. Women insist that they be given all the rights of citizens of the United States.
8. **Definition of Problem:** 1;  
**Examples of Problem:** 2, 3, 4, 5, 6;  
**Solution to Problem:** 7

**Activity** Presentations will vary depending on the subject chosen and the media that students use in their presentations.

# TEACHER NOTES

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# TEACHER NOTES

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# TEACHER NOTES

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# TEACHER NOTES

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# TEACHER NOTES

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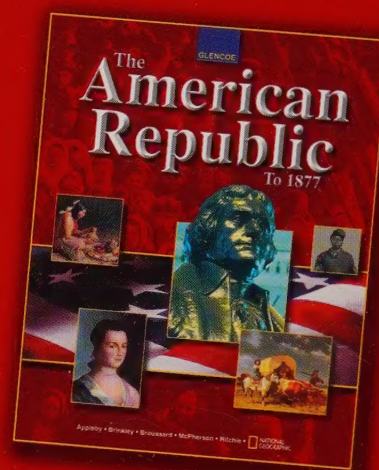
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